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ABSTRACT

In September 1996 academic and community members met for a 3-day conference entitled "Neighbor-to-Neighbor: Reflecting on Action." More than 20 community, school, or government based organizations presented papers in collaboration with an interdisciplinary group of Saint Louis University faculty to reflect on collaborative community programs. The conference was funded by the Neighbor-to-Neighbor grant from the U.S. Department of Education, Urban Community Service Program. The 24 papers summarized in this volume exhibit a community service orientation and demonstrate what academics and community members can do when they go about collaboration. The theme for the first day involved community needs and asset assessments, while the second day focused on how community-university partnerships impact urban life. The theme for the third day involved presentations on preparing for the year 2000 and knowing who urban children really are. The collection of papers demonstrates that academics and community leaders communicate in different ways, but they show what must be acknowledged to create successful collaborations, that collaboration is a process that improves with reflective thinking. Section I, "Reflections on University and Community Collaborations: Listening to Needs and Mapping Assets" contains 11 papers or summaries of papers about beginning collaboration. Section II, "Reflecting on How Partnerships Impact Urban Life: Economics, Safety, Health, and Housing for Families and Communities," contains 13 paper and summaries of papers and presentations that deal with the implementation of collaborative approaches. (SLD)

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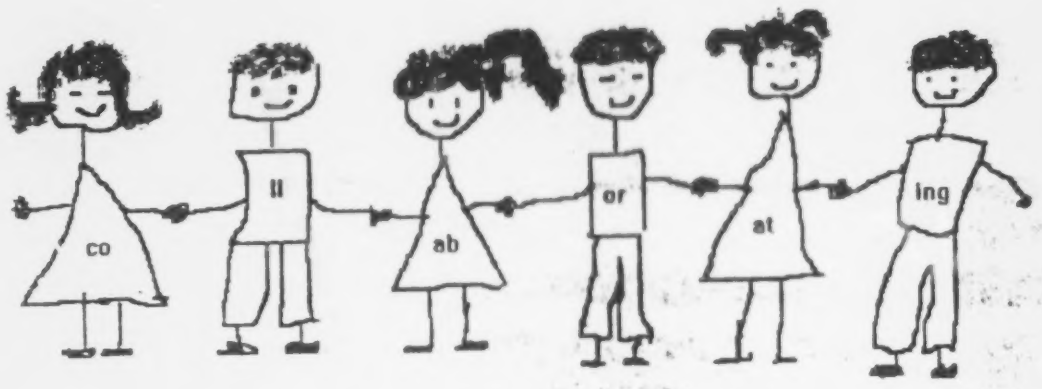
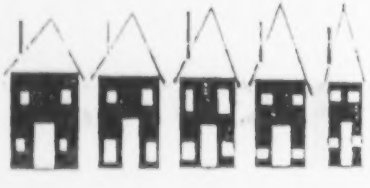
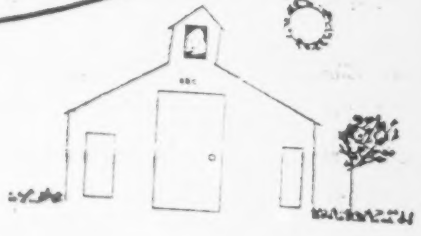


NEIGHBOR TO NEIGHBOR CONFERENCE





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Neighbor to Neighbor

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INTRODUCTION

NEIGHBOR-TO-NEIGHBOR:

REFLECTING ON ACTION

Conference Background

In September of 1996, academic and community members gathered at Saint Louis University to participate in a three day conference entitled "Neighbor-to-Neighbor: Reflecting on Action." More than twenty community, school or government based organizations presented papers in collaboration with an interdisciplinary group of Saint Louis University faculty from six schools and ten separate academic units to reflect on collaborative community programs. As organizers of a collaborative effort, our goal was to promote greater awareness of the issues dominating urban life, and to encourage reflections on the experience of collaboration. We sought to explore the issues that disrupt the lives of urban children, youth and families and develop a collaborative response to those issues. Our mutual objectives were to increase our core understanding of urban life and to learn about collaborative strategies for the delivery of urban and community based programs. The conference itself was conceived as a forum for sharing expertise, knowledge and ideas within a context of equality, mutality and reciprocity. It was funded by the Neighbor-to-Neighbor Grant.

Neighbor-to-Neighbor represents a collaborative program. It is possible through a $1.3 million grant from the U.S. Department of Education (DOE), Urban Community Service Program. There is much to be learned about collaboration by listening to the stories about how projects like this begin. Donald Brennan, Dean of the Graduate School recounts the

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story of how the Neighbor-to-Neighbor project got off the ground:

> The Neighbor-to-Neighbor grant evolved from a telephone call from our Corporate and Foundation Relations Office, which had five proposals to local foundations to support various clinical/community projects. While we had many departments attempting to reach out to the community, we were doing so in a disjointed manner. I called a meeting of these and other community service units to ask for a proposal to combine our efforts to solicit funding for a more united approach for community/university collaboration. Through the commitment of many individuals toward this common goal, the Neighbor-to-Neighbor project was funded by a $1.3 million grant from the United Stated Department of Education (DOE), Urban Community Service Program. The Neighbor-to-Neighbor program is a collaborative venture between Saint Louis University and Stevens Middle Community Education Center, Wyman Elementary School, and Blumeyer Village.

This story weaves together separate and distinct communities. It brings together Saint Louis University, Stevens Middle Community Education Center, Wyman Elementary School and Blumeyer Village to participate in an array of community outreach efforts. Each of these communities has one thing in common. They each have previous experience in collaborative programs. Otherwise, they represent a diverse collaborative with different values and orientations. It is a given that each participant has their own story to tell and their own way of telling it.

The Balance: Teaching, Research and Community Service

The papers presented at this conference exhibit a community service orientation. They are also compelling stories about what academics and community members do when they go about collaboration. The patchwork of stories adds to our understanding of how members from diverse communities come together to do community outreach activities. Father Paul C. Reinert in Seasons of Change, states that "the inclusion of lay persons in the educating mission... requires careful interpretation to various constituencies." The patchwork of stories provides participants and readers with an opportunity to reflect on a variety of interpretations.

Saint Louis University is in a unique position to do community outreach because of its urban location. Universities in urban locations have a choice to be their own community or join with the surrounding community. The impetus to make collaborative programs work is furthered by a longstanding commitment to link teaching, research and service. This commitment is sealed with the Jesuit mission of Saint Louis University, i.e. "the pursuit of truth for the greater glory of God and for the service of humanity." In the paper presented by Karen Caldwell, Mary Domahidy and Sharon Homan, the presenters refer to the Jesuit leader Ignatius of Loyola as a leader who "met people where they were, even in the marketplace." This means a Jesuit University has a commitment, that is academically and spiritually based, to do community service activities. It means that there is a reciprocity between academic and community members, because the University is part of its surrounding community and not an isolated community of its own. The notion of reciprocity reflects a changing attitude in the way universities approach community service activities. Father Reinert also speaks to this point in Seasons of Change:

> Years ago in the early days of my university administration, I would have been much more hesitant to cast an academic institution in the role of servant. I was very conscious then of the faculty's sincere and legitimate concern that a college or university must always protect its primary goals of teaching and research, that over-emphasis on service can erode academic quality. I used to be worried, too, that students and non-academic personnel might become so involved in social and community-oriented programs that the primacy of learning would be threatened. While these are still legitimate concerns of mine, I have come to a conviction that in a very true sense, service is not just a third distinct subordinate function of an academic community, but in many instances service is so integral and essential to the teaching-learning process itself that the quality of these principal purposes of a college or university can actually suffer unless administrators, faculty, and students generally engage in some carefully planned, targeted, and controlled forms of community service.

Planning Collaborations

In the case of Neighbor-to-Neighbor, academic and community leaders come together to participate in a collaborative community service project. The planning that Father Reinert speaks about is particularly important in collaborative efforts. In some ways it is an understatement. When academics form partnerships with community members, the process of collaboration takes more time than any of the Neighbor-to-Neighbor planners could have envisioned. Real collaborations and true partnerships take considerable time. If collaboration is ever to become more than a compelling buzz word for this decade's urban programs, grant writers and those written into any collaborative grant will need the necessary supports to allow for the time it takes to listen and understand the different values each participant brings. Listening and understanding is an ongoing process. Neighbor-to-Neighbor draws energy from a fundamental organizing principle that the family is the basic unit of the community. This idea is enriched as academic and community participants provide their own perspectives on what this means. Part of the process involves listening and understanding what each participant really means when using the terms family and community. This is an important beginning point for a program that provides services that support families.

It is in this spirit that the Neighbor-to-Neighbor Steering Committee planned our Conference. We saw this Conference as an opportunity to look more carefully at the connections collaborations bring about. In our collaborative efforts we are especially concerned about bridging the gaps and developing trust between community and academic participants. Ultimately, we have come together to reflect on our actions and to talk about how we build alliances.

Working on this conference gives us the opportunity to look more closely at these issues, as well as how members of the academic community balance teaching, research and

service. It is a springboard for many of us who think about urban and community issues associated with partnerships and collaborations. What is a partnership? What is a collaboration? What brings people together? What are barriers to collaborative efforts? These questions are examined the papers that follow.

Perspectives on Collaboration

Collaboration is an ongoing theme for this conference. Conference contributors use the terms collaboration and partnership interchangeably. A reading of the papers allows us to take another look at what these terms mean. The theme for the first day involved presentations on "community needs and assets assessment: listening to the issues of urban communities and understanding their real needs." The theme for the second day involved presentations "reflecting on how community-university partnerships impact urban life." Finally, the theme for the last day involved presentations on "preparing for the year 2000: Who really are urban children?"

In his introductory speech, Dean Brennan notes, "As I read your program for the next three days, I counted ten presentations that contain some form of the word collaboration or partnership. I guess those are our theme words for the next three days." He adds that there is another theme word, "...and that word is commitment." Given the themes of the conference, it is important to talk about these terms. The papers presented by Vada Parker and Roberto Ike provide us with a framework. They do not begin with an assumption that we all have a shared understanding on what collaboration means. They note that when the term collaboration is used, it is reasonable to expect some kind of collective or joint efforts around a particular issue to achieve a particular goal. They use Winer and Ray's (1994) definition of

collaboration: "A mutually beneficial and well-defined relationship entered into by two or more organizations to achieve results they are more likely to achieve together while still retaining the separate identities of the organization involved." Parker and Ike note that the success or failure of a collaboration depends on the following factors: ideology, leadership, power, history, competition and resources. They also note that every collaborative effort has a distinct culture that requires an understanding of the project participants. In Neighbor-to-Neighbor, there are at least two cultures: the academic culture and the neighborhood culture. Kathryn Nelson's keynote characterizes the tension between these cultures by referring to two identifiable cultures as "townies" and "gownies." The academic culture revolves around research and learning goals that universities attach to projects such as Neighbor-to-Neighbor. When the community service goal is added to this, the academic culture evolves and changes. The neighborhood culture revolves around everyday life experiences. When these cultures come together there is a tension. This tension has the potential to be creative. It also can be a barrier if the two different cultures are not valued or understood. Rebecca Gemma, Veronica Bently and Kim Birdwell share their experiences and hope in their paper, "Reflecting on Collaboration: An Attitude Toward Service." Other papers address the issue of trust. When two or more cultures come together, the issue of trust is paramount. Mary Ann Drake, Carol Reed and Cordie Reese address issues of trust and commitment. Matthew Carter, John DiTiberio, Paula Foster, Cathryne Schmitz and Mary Schmelter also talk about why community members may not trust the academic community and what the academic community can do to achieve a working level of trust.

Thus, in order to create successful alliances between the university and the community, the university as a service provider must not only learn to be a good listener, but also

understand that it is important for the university participant to be present in the activities of the collaborative. Father Michael Garanzini's keynote address speaks to the university role. He describes the university role as a new opportunity "to rethink how we as a University think of ourselves: Are we an institution and community which stands back and examines the problems of others with an intention of providing solutions to "their problems"? Are we a community willing to rethink how we conceive of our three-fold task of teaching, research and service so that it can better some? And, finally, we have an opportunity to reflect on the skills, talents and innate goodness of the people who surround us and deal with the difficult and draining tasks of surviving and thriving with many fewer resources than we ourselves have."

While Father Garanzini addresses some of the barriers that the University faces, other papers also address ways to achieve a more trusting relationship between the university and the community. Michael Johnson, Terry Keller and Jackie Ryberg ask about boundary issues. Who sets these boundaries and who sets the agenda? Joy Jensen, Jean King and Lizabeth Coleman ask about the policy environment. We need to be aware that the policy environment is changing. We also need to ask about the power differentials in any collaboration. The parents from Wyman School provide an excellent example of the different skills people bring to the table. They bring to life the importance of addressing community needs and mapping assets. This means we need to ask about the different skills we each bring to the table? What different visions of social change do we have? What different leadership styles do we use and do we value?

Ways of Presenting

The papers in this collection reflect a variety of perspectives. The invitation to

participate in this conference represents an interest to hear the voices of both academic and community participants. The papers represent the words of the participants. To reflect the flavor of the conference, the formats and styles have been minimally edited. The papers were requested without editing standards. They were submitted in different formats, different fonts, different letter heads and different styles. These created a new set of editing questions. Should there be a standard format? Is an outline format acceptable? Are there page limits? Out of respect for a variety of styles, we decided to maintain the originality of the presenters. In reading this collection, the reader will be able to locate him or herself. Some people will be drawn to the writings of community participants. Others will be drawn to the more academic papers. It will be necessary to read these papers as if listening in stereo to the different voices and tones of the presenters. Just as participants are learning new ways of doing collaboration, we are learning to check an academic tendency to edit, rewrite and change other people's writing. Little of this was done in order to preserve the voices of the writers. Little of this was done because of an up front admission that the editing, rewriting and changing would have been done with an academic bias. This not only would have changed the nature of this collection, but it would also have made a value statement about each participant's contribution.

This collection of papers from the three day Neighbor-to-Neighbor conference is a testimonial that academics and community leaders communicate in different ways. The important thing to take from this collection is that collaboration is a process that improves with reflective thinking. The papers help us recognize what we must see if we are to create successful partnerships or collaborations. While the written format is often viewed as the last word, this collection more accurately represents a process of an ongoing dialogue. It is

appropriate to conclude with the wisdom reflected in Father Reinert's words on the source and inspiration that creates an environment for a meaningful dialogue:

> Because love is not culturally derived and is not learned, it is also immutable, non-negotiable, and ultimately indestructible; it is the basis from which inquiry, dialogue, and growth begins. Only if the members of the university community approach the decisions they must make and the conflicting forces vying for the attention and support of the university with love rather than defensiveness or a spirit of intolerance will it be possible for the American Catholic university to maintain the middle course with integrity. In practical terms this means affirming the commitment of the university... while welcoming a diversity of opinion in all areas of university discourse. It means making clear that the university places a unique value on the Catholic and Jesuit expressions of spirituality which it will constantly strive to interpret to a changing world. At the same time dialogue with representatives of other traditions and interpretations will always be welcome, provided that all parties treat one another with respect.

SECTION I

REFLECTIONS ON UNIVERSITY AND COMMUNITY COLLABORATIONS:

LISTENING TO NEEDS AND MAPPING ASSETS

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Introduction

By:

Dr. Donald Brennan

INTRODUCTION

Dr. Donald Brennan, Dean of the Graduate School

Good Afternoon and welcome to Saint Louis University on behalf of our President, Fr. Biondi, and all the students, faculty, staff and administrators. You are our third distinguished visitors in the last two days of Dole, Perot and now Neighbor to Neighbor. I am sorry, even the Jesuits cannot do any thing about the rain, but we will do everything else we can to make your visit as pleasant and profitable as possible.

There are many times that the "kick-off" speaker comes to the microphone and states his or her pleasure in addressing the group. I want you to know how sincerely I express t his sentiment. The very fact we are here today suggests we are part of a success story.

As I read your program for the next three days, I counted ten presentations that contain some form of the word collaboration or partnership. I guess those are our "theme" words for the next three days.

But there is another "theme" word, important to both our current and future success, and that word is "commitment". What does "commit" mean? It means "to dedicate oneself".

I was an undergraduate and graduate student here in the 1960s in the field of communication disorders. My clinical practicums were in the St. Louis City Public Schools, East St. Louis Headstart programs, state hospital as it was then called, and various other hospital and health care facilities in the city. I saw the commitment of my faculty mentors to serving the residents of the city. I saw Fr. Reinert make a commitment to stay in this location and not move the University to West County. This lead the Carnegie Commission to describe Saint Louis University as a University that is "Truly in, of, and part of the St. Louis community." Father Biondi has further enhanced our campus as an anchor to the redevelopment of this mid-town area.

We are also a university, and like many universities, we state our demand to faculty for excellence in teaching, research and community service. We at tempt to balance our educational purposes with the fact we are one of the largest "corporations" in the metropolitan area. The academic balance between teaching excellence and research excellence is difficult to strike and reward in all universities. Yet, while community service is stated as a goal, the true commitment to rewarding faculty for community outreach activities is frequently only a statement of mission, without real commitment.

The Neighbor to neighbor grant evolved from a telephone call from our corporate and foundation relations office, who had five proposals to local foundations to support various clinical/community projects. While we had many departments attempting to reach out to the community, we were doing so in a disjointed manner. I called a meeting of these and other community service units to ask for a proposal to combine our efforts to solicit funding for a more united approach for community/university collaboration. Through the commitment of many individuals toward this common goal, the neighbor to neighbor project was funded by a $1.3 million dollar grant from the United States Department of Education, Urban Community

Service Program. The Neighbor to Neighbor program is a collaborative venture between Saint Louis University and Stevens Middle Community Education Center, Wyman Elementary School, and Blumeyer Village.

The Project was designed by six schools and ten separate academic units: The Department of Public Policy Studies, the Department of Education, the School of Law, the Department of Communication Disorders, the Small Business Development Center, the Department of Psychology, the School of Public Health, Student Volunteer Programs, the Family Development Center and the School of Social Service.

In my twenty years experience in higher education, I have never seen a university combine and coordinate its resources in support of such a community-based project. I have also never seen an interdisciplinary group of faculty dedicate themselves so completely to making this project work. As I said earlier, the key here is commitment at all levels within the university.

We continue to seek external funding in support of this and other valuable projects. We continue to commit university resources to institutionalize programs we've begun with the help of others. We've investigated reorganizing some traditional academic structures to join units who have stated clinical/community service missions. Our most notable success, thus far has been the formation of our new institute for leadership and public service. This institute restructured academic departments who shared distinct service missions into a single unit to affect improvement in the coordination of outreach to the community. We are learning to better collaborate within the university, to further our mission of service to others.

At Saint Louis University, we have made a commitment to collaborate and partner with you. We ask for your patience and guidance in making all of this work. I congratulate and sincerely thank all of you who are involved in developing a model for cooperation that is unique and mutually beneficial to all constituencies involved.

It is now my pleasure to introduce our keynote speaker, and my boss. The accomplishments of the Reverend Michael Garanzini of the Society of Jesus, are discussed in your program and I will not reiterate those now. I would like to emphasize that Fr. Garanzini is an administrator who understands and promotes the service mission of Saint Louis University. Partnering and collaborating need both bottom-up and top-down support. It has been Father Garanzini's vision and support for St. Louis/Saint Louis University Partnerships that has made much of what we are doing possible. Ladies and gentlemen, I am honored to introduce Fr. Michael Garanzini.

Lessons in Resilience: Neighbor-to-Neighbor Has a Lot to Teach Us

Keynote Address:

By

Father Michael Garanzini, S.J.

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Lessons in Resilience: Neighbor-to-Neighbor Has a Lot to Teach Us

I began with this story of the three priests playing golf not simply to entertain you with a good after-lunch joke, but because I want to stress a point: I think the Neighbor-to-Neighbor project offers us three distinct opportunities. If I can, I would like to start with the last of the characters in the story--the Jesuit-- as an example of someone who likes finding immediate solutions to practical problems. In Neighbor-to-Neighbor, many of the projects and programs we collaborate on give us an opportunity to solve problems through some creative means. We will be collaborating with community agencies and individuals to tackle some critical, immediate challenges. But, you know as well as I that there are problems which invite relatively easy solution--how do we get folks to our clinic? How do we want to manage the limited dollars we have for this activity or project? There are also problems which defy quick and easy solutions--like identification of the root causes of poverty, or how to motivate someone who feels her efforts at

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giving her children a good education have been futile and hopeless. Problems like teen pregnancy are often conveyed in the form of statistics, but these statistics represent the lives of individuals and their children caught in competing cycles of need, dependency, and struggle for self-esteem. Change in welfare benefits will challenge all of us involved as agencies assisting the poor, but they will challenge no one more than the mother who has lost her child support payments and is desperate for cash to pay rent, buy clothes and food for her kids. Neighbor-to-Neighbor gives us an opportunity to see first-hand what citizens are facing as they attempt to carry on their lives, and to get to know the people who struggle with these issues and problems on a daily basis, especially those committed to finding the solutions and serving the neediest among us.

This problem solving--big and small--demands sensitivity to the needs of people, needs not just physical and economic, but social and spiritual--and I know you will be busy at this work throughout these two days and on into the future.

The other two figures in the story represent, I believe, two additional opportunities. They represent an opportunity we have to rethink how we as a University think of ourselves: Are we an institution and community which

stands back and examines the problems of others with an intention of providing solutions to "their problems"? Are we a community willing to rethink how we conceive of our three-fold task of teaching, research and service so that it can better some? And, finally, we have an opportunity to reflect on the skills, talents and innate goodness of the people who surround us and deal with the difficult and draining tasks of surviving and thriving with many fewer resources than we ourselves have. Like the Franciscan in our story, we can stand back and admire the successes and accomplishments of individuals who differ from us in some accidental way but who are essentially our brothers and sisters. The Neighbor-to-Neighbor grant, precisely because it is built on partnering with individuals and groups within the surrounding community, promises to challenge us to sharpen our critical problem-solving skills, test our theories, stretch our interpersonal and communication skills, refine our insights into what it means to be a University committed to serve of others for the greater honor and glory of God. More importantly, the work we do in this project promises to teach us that real teaching is inextricably linked with sound research and genuine service, that real service is a form of teaching and genuine research cannot be done without personal involvement and commitment to those whose

problems cry for solution. The conceptions we have that teaching, research and service are three distinct academic activities will be shattered as we discover that one cannot teach if one is not engaged in various forms of research, and research especially in the social sciences is the best form of service.

The theme of this day's sessions is community needs and asset assessment: listening to the issues of urban communities and understanding their real needs". I found the phrase "asset assessment" intriguing and as I reflected on this phrase , I thought what a perfect place for this kind of conference to begin. By asking that question: "what riches do the communities we are involved with and serve have?", we begin to shift the focus from what we in the academy bring to these collaborations to what those in the wider community can offer to us. Such an attitude leaves us all in a better place to be both aid and beneficiary. Yes, by focusing on those things which the communities we serve already possess and enjoy, both partners--university and community representatives--are in a better position to come out winners.

I will leave the practical problem-solving to you. I would like to reflect briefly on the opportunity we have to reconsider our self-conception as a

University, and secondly, on how I think we will be affected and touched by the people we work with in the Neighbor-to-Neighbor projects. In other words, how we are likely to come to a new appreciation of what it means to be a research university and on how those with whom we will work who, despite terrific odds, keep their spirits up, their children healthy, their schools strong, and their communities safe.

Historically, there has been a tension between the University and the surrounding community which we ought to acknowledge. A recent report by the Association of College Governing Boards, by Dr. John Gilderbloom, states in its introduction that modern American Universities have found their inner-city location to be a hindrance and embarrassment. Until recently, and then only in limited numbers, have these urban universities taken to heart the injunction that the plight of those around them is their own plight. While the report specifically cites Jesuit colleges and Universities as exceptions to the trend to seclude campuses from the "world outside", it nevertheless states most urban institutions have preferred to see the city and its inhabitants as source of possible harm rather than as potential resource for both academic and social pursuits of the faculty, students and staff. I think it safe to say that St. Louis University found itself enveloped by a city in decay and did little to

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collaborate with the surrounding community to arrest the erosion of the social and political fabric that was once vibrant and booming in mid-town St. Louis. This ended with Fr. Reinert's interest in the revitalization of Grand Center, and Fr. Biondi's unprecedented investment in the beautification of the campus, and the more recent collaborations with neighborhood groups and businesses near both Frost and HSC campuses, and even more recently with Harris Stowe in the development of the area east of us.

But the attention to the physical has to be matched with attention to the quality of life of the citizens which inhabit our surrounding communities. We have been more reluctant to become involved with the people whose social, racial, economic and educational differences make collaboration a bit more threatening. The tension we feel in our wider community is real and we will continue to feel uneasy for a long time unless we in the university and those outside it are willing to link ourselves in common projects and take full advantage of every opportunity to dialogue on the issues which both divide and unite us. Our misunderstandings of one another, our ingrained prejudices, our suspicions cannot be glossed over or easily set aside without real struggle. We need to recognize that we are divided by class, by race, and by opportunity, and by the perception of opportunity. We are divided by a

belief by some within the academy that the wider community, especially the poor, will distract us from our essential purpose. Some feel the university ought to be cautious about entanglements with the problems beyond its immediate borders, saying that these are the province of government and social agencies. But, we forget that American universities were founded to deal with practical matters, from Harvard on.

In 1633, when John Eliot, a Puritan Minister, proposed that a "library and a place for the exercise of learning" be established in Cambridge Massachusetts, it was his hope that Harvard would be of practical benefit to his local community. "If we nourish not learning," he wrote, "both Church and common wealth will sink," because he went on to explain, the future of the nascent colonies depended on men (and later women) trained to see the service of others for the good of all as their appropriate vocation. From this beginning and for two centuries afterward, higher education institutions in this country usually had their start from the impetus of citizens who felt colleges were the best vehicles to fulfill two purposes simultaneously: to prepare young people for vocations and citizenship, and to provide the state with scientific research/help. In other words, there would be practical benefit to having a college or university nearby.

When Benjamin Franklin founded the University of Pennsylvania he wrote that the purpose of the university is simply "training for good citizenship" which, in his mind, meant concern for the plight of each member of the community, no matter how important or how small. He defined a real education as "an inclination joined by the capability for service." One comes to the University already inclined to serve, and one leaves more capable of serving in a specific way, through a vocation. While attending the University, one practices one's vocation.

Utilitarian and public service goals have consistently formed the core mission of all but a few colleges and universities until the invention of the modern research university.

Things changed a bit in this century. Robert Maynard Hutchins, the President of the University of Chicago, in the early decades of this century (one of the youngest presidents of any college to that time), wrote in 1936, that the only excuse for the existence of the University was that it "provided a haven where the search for truth, (which Hutchins believed was everywhere and always the same) may go unhampered by utility or pressure for results". Hutchins posited a radical opposition between the search for truth on the one hand and scientific research and social action on the other. While not adopted

by all institutions of higher learning, this view of the University has had enormous influence on the culture of those institution where graduate education and research have been prized and cultivated. One negative effect of Hutchin's views, which some scholars see in the work of individuals like Fletchner and Bloom, has been the suspicion of many within the research university that utility and service are at odds with liberal learning. At minimum we can say that there remains in a University, like this one, a tension between the search for truth, regardless of its utility, and desire to prepare people for service and to provide the wider community with scientific knowledge and insight.

St. Louis University has always responded to this tension with the insistence that its programs and schools prepare young people for vocations of service like education, social work, medicine and law, and that its insistence on liberal study is a tested way to promote high levels of thought, observation, comprehension, argument and expression of enduring values, dilemmas, aspirations and experience. Liberal study enhances autonomy and critical insight. It helps individuals throughout their lives and their careers to appreciate the complexity, depth and importance of the abiding questions of the human person in community. Our Judeo-Christian tradition, embodied in

our curriculum, helps students appreciate who they are and who their neighbors are. I say this because one of the fundamental way we serve both our students and the wider community is through our teaching and through the production of liberally educated leaders/practitioners. Our first duty then is to prepare individuals to participate in their community with insight and sensitivity, to instill in them habits of leadership and service. Among the pressures we face in delivering that education today is the need to incorporate a more careful study of the ethical issues which we and those communities face or will encounter, and second to acquaint every student with the methods and habits of research, that is to know how knowledge is constructed and reconstructed in their own and in other fields and to develop habits of inquiry which allow them to incorporate a desire for pushing back the frontiers of knowledge where they work and live.

If we have been less adroit at this in the past, it has been because we have chosen to do this without ourselves becoming personally involved in the community which surrounds us. That is, we too often fail to ask those in need if, in fact, our ideas ring true and our solutions make sense.

We should remember that the community surrounding us has difficult time forgiving us for such arrogance and so we need to reach out with some

humility and a recognition that the days when we can comfortably afford to address issues and problems theoretically and from a distance are over. Neighbor-to-Neighbor is a helpful vehicle moving us in that direction. It's motto might be taken from William Blake who wrote: "Mutual forgiveness of each vice, these are the gates to paradise." If we can forgive one another for past problems and insensitivities, we can move more deliberately in the directions we both wish to pursue.

Now to the issue of what assets the community has to bring to the table in this collaboration. We are comfortable in thinking of the community as a laboratory and testing ground for our theories, and as resource for social problem solving, but there is still a bit of academic arrogance in this notion. (In other words: we have the skills and the ability to help--you have the problems. What can we do for you?) It is incumbent on us, I believe, to recognize that many with whom we work and whom we collectively serve are models of strength of character and personal conviction and commitment, which put most of us to shame. Through Neighbor-to-Neighbor, we will come to see that for many leaders in wider community their personal resources are their chief asset and we have a great deal to learn from them.

It occurred to me in my own field of clinical work with children at risk, that we have some clues as to what the personal resources and strategies are in those who experience debilitating circumstances, have few of the advantages which most enjoy, and yet who continue to carry on. Research in, of all things, the field of psychotherapy with survivors of dysfunctional homes demonstrates that certain qualities can be expected and found in those who survive environments which have the greatest potential to produce serious pathology and maladjustment. Clinical psychologists are trained to listen for evidence of these strengths of those who escape these circumstances and gently point them out to those whose present, shaky self-esteem or desire to go on is flagging. The study of survivors of difficult circumstances began with a bias toward pathology and weakness. The research was guided by the question: why are certain people not sicker than they ought to be, given their deficiencies and their negative environment? One of the earliest efforts to reverse this emphasis on pathology came from the work of two individuals with considerable ties to this community. Bertram Cohler and E. James Anthony, from Washington University Department of Psychiatry, for several decades, studied children whom they called "invulnerable" because they had survived seriously flawed

upbringings and psychologically debilitating homes. How and why did these young people turn out as well as they had, despite the deficiencies in their parents, and their communities? They first explained the success of these children through what they called the challenge-response theory, which said that some individuals from difficult and unhealthy backgrounds respond to challenging circumstances by increasing efforts to set and reach goals. These healthy children were identified and labeled negatively as non-clinical, unhospitalized, and asymptomatic, and finally as "invulnerable", the positive designation assigned by Cohler and Anthony.

Slowly, clinical psychologists have left this term and abandoned the theory. First, we now recognize that children from debilitating backgrounds are not "invulnerable", as if they are somehow impervious to the influence of negative parenting and unhealthy surroundings. They are affected in serious ways--in terms of physical, psychological and spiritual health. But, at the same time, they do more than survive. Today, we call these children resilient, in that they are able to muster the courage and insight to overcome the worst conditions and the constant message that they will amount to no more than the people who surround them. Rather, they learn to take their cues for who and what they are from positive forces which they locate themselves.

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Resilient children have a keen sense for avoiding mirrors which distort a positive self-image. They can latch on to a person who might function as a positive role model, someone they may never have known whose connection may have been consistent and positive or even transient. A phrase or compliment from someone they have known whose encouragement was delivered precisely at the right moment, a moment of receptivity may be the basis for role as hero. These life-saving, or life-making relationships become internalized, and carry resilient individuals from crisis to crisis, from year to year, regardless of the proximity of the person who gave the support and encouragement needed at a critical time. They are proof, as one writer put it, that "destiny can be directed, that one does not have reason to remain in bondage to the first wax imprint made on childhood sensibilities. Once the deforming mirror has been smashed, there is a possibility of wholeness. There is a possibility of joy." (Anais Nin) Leaving the obstacles of an unhealthy family environment behind, these children develop the opposite of what is called survivor's guilt, they develop survivor's pride. Their pride at a sense of accomplishment is both realistic, honestly deserved. In sum, a pathological model is inappropriate and not very useful in describing

individuals who survive debilitating circumstances and go on to give back, to make something of themselves despite their scars and inadequacies.

What we know of resilient people can be descriptive of many of the individuals and organizations we encounter in our neighboring communities. Ten characteristics can be gleaned from the research.

1. Resilient people and groups master their painful memories rather than trip the victim's trap by compulsively rehashing the damage they've suffered.

2. Resilient people and groups accept that their troubled relationships and projects have left a mark but give up the futile wish that scars will disappear completely.

3. Resilient people and groups get revenge/get even by living well instead of squandering their energy by blaming and fault-finding.

4. Resilient people and groups break the cycle of troubles and woes by incremental efforts at creating a new scenario and putting the past in its place.

5. Resilient people and groups locate allies outside their immediate family and circle of friends who can assist them in their goals.

6. Resilient people and groups build their self-esteem by little successes, beginning with the areas of their lives which they can control.

7. Resilient people cultivate habits of asking the tough questions and looking for honest answers.

8. Resilient people work at relationship building. They seek out healthy people and work to stay connected.

9. Resilient people take initiative in problem solving, they take pleasure in finding solutions to difficult dilemmas

10. Resilient people are creative, making something out of nothing, using imagination to envision new ways of working, of reaching out, of rearranging the pieces of the environment so that it can produce something new and helpful. Also, they have a strong sense of humor. If creativity is the art of making something out of nothing, then humor is the art of making nothing out of something. (See Worlin & Worlin, The Resilient Self, also "Children of the Garden Island" by E.E. Werner, Scientific American, April, 1989. pp. 106-111.)

In his essay reflecting on the "sense of community" in the recent edition of our own Universitas Magazine, Dr. Marske writes that "regular frequent and meaningful human contact is the building block of social norms, networks and trust." He urges that any activity that brings us together with our fellow human beings of diverse backgrounds in a non-threatening setting

is socially healthy and critical to the formation and reformation of human community so necessary for us today if we intend to keep hope alive for the less fortunate and community alive for those of us who yearn for a better society for ourselves and our children.

In closing, I would only stress that we have at least three distinct opportunities here--for problem-solving in our community where challenges will face us calling for practical solutions; for sharpening our theoretical and critical skills and for re-examining the nature of teaching, service and research as inextricably linked, overlapping; and, finally, for wonder and awe and appreciation, for a reflection on how those committed in our community can teach us about survival and growth despite debilitating circumstances. For those of us within the academy, there is a desperate need for a fresh look at the role of the University in the lives of citizens both within and outside our immediate borders. There is a need of a fresh vision for how we might pool personal and community resources to assist all of us in advancing the health and well-being of every citizen, especially the most vulnerable. We can avoid the trap of thinking that we are solely responsible for shaping the new vision, and solely responsible for bringing a sense of purpose and clarity to our work. We can learn from those with whom we work, as many of you

have, and we can benefit both personally and professionally from the kind of people they are, and the kind of character which they have developed out of the struggles which they have encountered in their own lives.

I believe and I pray that your involvement with this program(s) will be a source of personal and professional riches for you, that it will lead you to relationships which cause you to change your assumptions and broaden your perspectives, that it will make you a better human being as you work to make this a better university and as we all become better neighbors to one another.

Impacting Urban Life Through Community-University Partnerships

By:

Kathryn E. Nelson

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IMPACTING URBAN LIFE THROUGH COMMUNITY-UNIVERSITY PARTNERSHIPS

A few days ago, I opened my mail and there was my copy of TRUSTEESHIP. As a member of a local university Board of Trustees, I receive this magazine monthly. Earlier in the year I had found an article that had helped me to prepare for to thumb through the table of contents of the October issue and there it was an article entitled "local Heroes". The description promised that the author, Barbara Uehling would discuss the premise that, "As critics complain about higher education's shortcomings, trustees may be called on to communicate this institution's economic, cultural and intellectual contributions to their local communities."

I could not help but recall the age-old dynamic tensions between "town and gown" and upon reflection, became aware of the changes in expectations between these two interest groups. "Townies" tended to fear that large portions of their city would be gobbled up by the University and would only benefit their student body and give little back to the neighborhoods in which they existed. The rarified atmosphere of academia would somehow exclude them. They might share a few moments of glory during football and or basketball season, but apart from that they co-existed with little that could pass for a relationship. And yet, colleges and universities are widely recognized as the primary vehicles for transmitting advanced knowledge to the next generation, honing critical thinking skills, identifying and nurturing leaders and conducting research for the ultimate benefit of all Americans.

As urban problems have grown in complexity; as we have come to recognize the fragmentation of services in our communities; as we face the fact that most of our problems are so daunting that the need exists for many kinds of skills and knowledge, the need for partnerships is clearer than ever before. Forward thinking universities are coming to see that their livers are inextricably linked with the life of the communities in which they live. They see clearly now that they can be a leavening agent that can give rise to economic growth, fresh ideas, and expertise and leadership. Further, they have come to understand that in the rapidly changing world in which their graduates will be working, they will need communication skills that will enable them to deal with diverse audiences, problem solving skills to plan and facilitate strategies for change, organizational skills that will enable them to get things done, and the confidence to wade into complex issues and sort them out to make sense of them. What better place to get experience and self discovery opportunities than in working on real life community problems, bringing to bear the best knowledge base available, having the best minds a resource? They can involve themselves in helping that community to learn to use resources, assess needs and take charge of their own destinies. In such activities, communities can be strengthened and students can develop understanding, empathy, skill, confidence and connectedness. And so, today, in a number of communities across this country, faculty, staff and students are providing consulting services, research, leadership, to help solve difficult issues as water and land use, public health, environmental concerns, homelessness, crime and support for education and school reform.

Uehling affirms that "the primary purpose of higher education is to prepare people to life and work in a world that is evolving more rapidly than most of us would have imagined a few years ago. It is imperative that our institutions perform this task well." (Barbara Uehling, Director of the Business-Higher Education Forum, The American Council on Education.)

There is the promise of mutual advantage in College-University partnerships. As we look at problems in cities today we become aware of several things:

1. Problems are enormous and resources are shrinking. Every dollar must be spent for greatest impact.

2. Problems are complex. We cannot affect the lives of children unless we improve schools, empower parents and involve members of the community who may not have natural connections to the schools.

3. Often a variety of agencies are serving the same client, but may have no communication with one another.

4. Parents and neighbors are of tremendous importance in the lives of our children and they must be empowered by involvement, training and opportunities for leadership.

5. Answers to complex questions are often complex themselves and require study, organization, evaluation, fine tuning and reshaping.

It is facts like these that have led to revival of interest in collaboration. I would offer a definition of collaboration. Collaboration is a process that leads to action and results. The process of collaboration involves at least two, but usually many more individuals or organizations who have a common interest. That perceived common interest is what draws them to collaborate. Collaboration involves individuals in getting to know each other, in sharing information and ideas, and in making decisions together. Collaborating individuals decide on a common goal or set of objectives. They meet regularly, working together in small groups and sharing resources. Participants often perform different tasks and roles to achieve the common objective. (Judith Chynoweth, A Guide to Community-Based, Collaborative Strategic Planning, Council of Governors' Policy Advisors, Washington, D.C. 1994)

Here are earmarks of true collaboration:

- Shared Visioning
- Shared Planning
- Shared Resourcing

CHARACTERISTICS OF A COLLABORATION

The Strategic Planning model includes the following:

o It is long-range in nature, encompassing two or more years

o Desired results are spelled out for four to ten years

o The end results we want to achieve are defined

o Strategic planning considers leverage -- more bang for the buck. It plans precisely where and when increased resources will yield the most benefit. To achieve leverage, strategic thinkers comprehensively assess the strengths, weaknesses, threats and opportunities in the environment that are barriers or facilitators in achieving the desired results.

COLLABORATION: THERE ARE BENEFITS AND LIMITATIONS

The Benefits

1. People want success, not failure. What they are doing now is just not getting them where they want to go. A problem exists that is so serious and complex or persistent that existing organizations and efforts in isolation of one another have been unable to solve it. In such cases, collaboration holds out some hope.,

2. People want to know they are going somewhere. If they can pull together for a clearly articulated purpose, it makes them feel good to be part of a larger cause.

3. People enjoy synergy. When different perspectives, knowledge bases and skills are blended together they yield new, creative insights and solutions.

4. People want to leverage scarce resources. The process of bringing together resources from different sources and sharply focusing those resources toward a particular solution -- the sum of the impact may exceed the impact of separate efforts, and success is much more likely.

The Limits

There are also some limitations of which we must be aware. By itself, community based collaboration will not:

o Solve all your community's problems.

o Result in significant cost savings in education or social services (at least not in the short term).

o Ensure the support of state funds or private foundations.

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o Eliminate the need for independent community based organizations, or their separate missions or budgets.

o Resolve long-standing conflicts between organizations, strong personality leaders, or advocacy groups.

o Be a panacea. Collaboration is one of many tools used to create change, but it is not a magic bullet.

Strategic planning is not a substitute for taking concerted action. ACTION, not planning, leads to results. But action without planning may lead to disaster.

In sum, collaboration increases the chances of successful action. If conducted properly, the process can lead to the solution of carefully selected, priority problems. It can increase the return on the community's investment of scarce resources. Collaboration can create an environment conducive to the resolution of long standing conflicts and reduce misunderstanding and prejudice. Having said all that, it will not eliminate the need for a wide range of community organizations. However, a collaboration will enable them to work together more closely to maximize their effectiveness.

STEPS IN COLLABORATION

STEP I -- A collaboration begins when someone decides to take action and others are invited to join in the effort. This is the beginning step. In this step the collaborators must clarify their motivations in regard to taking this step. They should make an extra effort to go over the benefits of this collaboration. This is the point at which they need to clarify what they hope to accomplish. At this point participants need to understand that this process has certain costs. It is time consuming and participants must be willing to share the costs of office space, copies, telephones and other such costs. These may be shared through in-kind contributions.

STEP II -- Choose a convener with strength, leadership skills and clout. Plan agendas for meetings carefully. Be sure that the group is inclusive.

STEP III -- Reach agreement on the general problem your collaboration will address.

STEP IV -- Envision a new future: What would be happening if you achieve your goals?

STEP V -- Conduct a community scan. What is happening now? Collect data.

STEP VI -- Develop a problem and opportunity story. Weave a story that includes the various aspects of the problem based on data.

STEP VII -- Check on progress and ask, are we progressing, or just spinning our wheels? What is success? What is happening now? Why is it happening? So what?

STEP VIII -- Draw the road map and include destination (goals), sign posts (objectives), and measurable outcomes.

STEP IX -- Plan for results. Plan detailed directions, responsibilities and an implementation plans.

STEP X -- Take time out for check in. What is your commitment to change? How will we get there? Who is doing what by when?

STEP XI -- Create a governance and implementation structure. How will individuals relate to one another? How will communication flow? Who will make decisions?

STEP XII -- Gain support. Develop a list of stakeholders. Learn to market your ideas and plans.

STEP XIII -- Demonstrate results. Collect evidence of change. Identify strengths and barriers.

STEP XIV -- Incorporate changes. Do the necessary fine tuning.

(This brief summary of a strategic planning model for collaboration is one approach to the development of a collaboration. It was developed by the Council of Governors' Policy Advisors, and the Danforth Foundation, and documented by Judith Chynoweth in her book A GUIDE TO COMMUNITY-BASED COLLABORATIVE STRATEGIC PLANNING.)

This model is purposeful, focused, learning-based. It works in an atmosphere of mutual trust. It requires careful planning, documentation and written products at every step of the process. These provide a record of the learning at the base of the design, the decisions made based on these and other leanings and the covenants made by the participants. This eliminates trying to remember what was decided and provides a basis for fine tuning and evaluation. Collaboration can provide a sense of mutuality, community and the power of concerted action. Be sure to tell your story. The community needs to know. Potential partners need to know. Your story can bring new hope to the community. And most of all, celebrate your successes. Success breeds success and after such intensive work, you deserve a party!

Kathryn E. Nelson
October 1996

The Role of the University in Community Partnerships:

Issues and Perspectives

Participants Include:

Karen Caldwell
Mary Domahidy
Sharon Homan

PANEL: The Role of the University in Community Partnerships: Issues and Perspectives

Presenters: Karen Caldwell, Mary Domahidy, Sharon Homan

INTRODUCTION

To speak from the University perspective about the goals of Neighbor to Neighbor, its challenge to be creative, and to put values into practice requires first an acknowledgement that there are many stories, many perspectives about this collaboration. We approach the topic with a series of intersecting, somewhat overlapping triads. These include the time dimension of past, present, and future; academic focus of policy, counseling, and method; role responsibilities of teaching, research, and service; and the learning process of experience, reflection, and action. These provide various lenses from which to view our experience of Neighbor to Neighbor and to consider our next action. We first review the origins of the project, then themes from the experience of the first year, and finally the potential for transformation of Catholic higher education that is inherent in its approach.

ORIGINS OF THE PROJECT

Most immediately, Neighbor to Neighbor began in May, 1995 with the invitation to develop a proposal for the Department of Education's Urban Community Service Program. Saint Louis University had just been designated as an urban institution and qualified for such funding. Most of the present Steering Committee members took part in developing that proposal. Those involved shared a common interest in community outreach and different experiences of

collaboration to do so. Three of those efforts became the basis for Neighbor to Neighbor: the Family Development Center collaboration with Blumeyer Housing Complex, Project CARING at Stevens Community Education Center, and the Wyman Professional Development School.

There is yet another dimension to the origins of Neighbor to Neighbor, one more intimately tied to the kind of institution Saint Louis University aspires to be. While community outreach can be linked with the core academic functions of teaching, research, and service, it is at the heart of the Jesuit Mission of Saint Louis University, i.e. "the pursuit of truth for the greater glory of God and for the service of humanity." Ignatius of Loyola met people where they were, even in the marketplace. The Jesuit institutions built on his example can do no less.

Another lens through which to consider the origins of Neighbor to Neighbor is the general tradition of university-community relations in the United States. Land grant colleges were established by an Act of Congress in 1862, primarily to support applying knowledge to agricultural and technical issues of an emerging national economy. This link between the contribution of scientific knowledge and the solution of problems extended to the social sciences and continued into the 20th century. Faith in science and human ability to apply it led to the development of professions that identified problems and their solutions. Simultaneously, however, the influence of the German University tradition of specialized research began to take

hold in the American understanding of the professional academic role. This emphasis, combined with the increasing development of strong disciplinary professions led to an equally strong demand for faculty to achieve recognition through research in their disciplines. The solution of practical problems competed with the demand for pure research.

THEMES

Working in Interdisciplinary Ways

Most of the pressing questions of society, however, do not fit nicely into single disciplines. Questions relating to the alleviation of poverty, support of children's development and reduction of violence do not belong to single disciplines. A conversation with the head of our Small Business Development Center brought this point home. I was expressing my gratitude for their expertise in this project because I was aware of the limitation of family therapy and counseling to deal with the root problems of poverty. Her response was that we needed to work together, because when people are starting businesses they still have their family problems that can keep them from being successful.

Interprofessional education is not about preparing students to perform more than one role. It is about emphasizing two aspects: the community is served by all of our systems, and therefore, the professions need each other to be effective. If university faculty do not model collaborative attitudes and behaviors, it is unlikely that future providers will understand the importance of such coordination or be prepared to function in emerging systems that

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are community-based and empowerment-oriented. Neighbor to Neighbor has involved a number of academic disciplines in coordinated efforts. It has been a thoroughly postmodern project. On a number of occasions I have been struck by the "multiple realities" of the various participants, and have marveled at the process that has allowed for multiple theoretical bases and listening perspectives to jostle side-by-side, evolving courses of action that take us to the common goals of enhancing student learning and empowering children and families in the community.

Partnerships with The Community

Neighbor to Neighbor has also been about acknowledging our interdependence as university and community. There are a number of things we wanted to avoid in Neighbor to Neighbor. We wanted to avoid hierarchical relationships between the university and the community. We have tried to engage in relationships not based on dominance and power, but on capacity and mutuality. The importance of engaging with the community primarily as collaborators and not in the stereotypical academic mode of superiority or as "experts" was made clear to me early in this process at a meeting at a local school where representatives of many community groups had gathered to strategize about addressing the problems faced by the youth of the inner city. I introduced myself and said that I was from the university and was there to listen and learn about the community. The immediate response from one of the community members present was, "Well, that's a switch. You folks always coming in here thinking you know the answers and telling us what to do."

Another thing we wanted to avoid with Neighbor to Neighbor was entering the community as "data raiders." In our quest for knowledge, academicians have sometimes planned research driven by the self-serving demands to "publish or perish." A community representative called her experience of one such research project "taking from the community and not giving anything back." While researchers can justify their actions be claims of the need to keep policymakers informed and further the development of knowledge, members of the community may never benefit from this way of knowing. Community representatives made it clear that they were not interested in being used as research subjects by university scholars. Instead, members of the community wanted long-term relationships with the university as a resource to the community with the community serving as a resource to the university.

Valuing the Knowing that Comes from Connection

The recent traditional value of academia is on abstract knowledge where objectivity is highly privileged and specialization is encouraged. Distance allows one to gain perspective and "hard" data is all that counts. But Neighbor to Neighbor has also involved a different approach to knowing, one that builds on connection and relationships. This is a way of learning and knowing that is contextual and develops in dialogue. Neighbor to Neighbor participants have struggled with the dialectic between theoretical reflection and practice, each mutually reinforcing and enriching the other. The values we have tried to operate out of in Neighbor to Neighbor include activeness based in reflection,

flexibility in planning and implementation, collaboration instead of competition, and democratic inquiry compared with authoritarian belief.

TRANSFORMATION

What we are essentially talking about is identity politics. We are attempting to bring together three streams of identity in Catholic higher education. One stream is the historical religious identity and mission of the university and its continuation under a predominantly lay faculty. Another stream is the emphasis on the professionalism and academic preparedness of the faculty and staff. The final stream is what we perceive the goal of education to be and how clearly we articulate those goals in light of our educational mission. Education has variously emphasized six goals: 1) discipline of mind; 2)character; 3)communication of knowledge; 4)preparation for life; 5)growth, and 6)personal fulfillment. "The long history of education reveals that the first three goals of education were paramount in either competing or complementary modes from the time of the Greeks to our own day." Each of us tends to rank order these educational goals. How we do so reflects our educational priorities and affects our involvement with our educational religious identity and our professional identity. For few of us do the streams of identity converge equally. The confluence of these streams generally has one of these streams as dominant because that is where we have placed most of our identity and resources, and where we find most of our meaning.

These become pressing questions when we take a look at the divine

trinity of academic life: teaching, research, and community service. There can be no clean separation of these three because they are all part of the politics of the educational process. All education is political because it variously affects the lives and histories of persons, be they professors nd staff, students, those who live in the neighborhood, or those who receive services from the university. The trinity of teaching, research, and community service must always be carried out in light of the mission of the university anchored within its identity while living out its vision of making the world a better place. We need to remind ourselves that those religious orders which developed a teaching ministry did so not only to meet the educational needs of particular groups of persons. Those religious orders also held firmly to the belief that education our of a particular charism makes a difference.

Teaching, research, and community service in Catholic Christian colleges generally takes a transformational approach. The intent is not only to have students, faculty, and staff develop competence and facility with knowledge, but to become progressively better human beings by living out the charism and identity of the founding order. Catholic Christian universities form their students to maximize their gifts and talents so as to engage in shared responsibility in order to advance the common good. One of the distinctive questions that Jesuit education has raised has been the question of justice through the vehicle of education. Part of the vision of the Jesuit tradition has been the foresight that the values which undergird Jesuit identity were not meant to be only

for Ignatius and his companions. The company of Jesuits also saw the possibility of moving into the city, into the streets, in order to work with local people to create the conditions for personal growth and social transformation. Education in the Jesuit tradition is a holistic process, because the emphasis has been on forming and transforming the whole person. This educational process becomes socially transformative. It is an act of justice because it is an act of collaborative liberation.

Neighbor to Neighbor stands in this long tradition of Jesuit education. But it also stands as a revisioning of Jesuit education. Much of Jesuit education, like that of other religious orders, was marked by types of paternalism where the educated believed that they knew what was best for the less educated, the less well-off. Service providers thought that they knew what was best for service recipients. All that service recipients had to do was to be compliant with the service providers and their social experiments. The poor and marginalized were seen as social projects and the objects of research. Neighbor to Neighbor involves a methodological revisioning and reformulation. We can no longer see persons as the objects of our inquiry or as compliant recipients of services. Rather, we must see and encounter others in the mutuality of our personhood. We are persons with stories, hopes, wishes, fears, dreams, knowledge and wisdom. In our collaboration we are called to be agents of transformation with and for one another. In this community of mutuality, we bring the best of our knowledge and wisdom to the table to feed one another.

Are We Collaborating Yet? An Inspection of Two Different Community Organizations:

Friedens Hause Community Center
and
Stevens Community School

Participants Include:

Father Roberto Ike
Vada M. Parker
Dr. Robert A. Cropf

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ARE WE COLLABORATING YET?

AN INSPECTION OF TWO DIFFERENT COMMUNITY ORGANIZATIONS:

FREIDENS HAUS COMMUNITY CENTER
&
STEVENS COMMUNITY SCHOOL

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INTRODUCTION

The major objective of this presentation is to provide information to organizational leaders and other decision-makers, that will help them determine the type of "collective" work efforts that they are participating in or would like to participate in. There are various labels assigned to collective work arrangements of organizations. The term "joint efforts," seems to be the catch-all phrase under which most of them are subsumed, including the following: advisory committee; alliance; coalition; collaboration; commission; competition; confederation; consolidation; consortium; cooperation; coordination; federation; joint power; league; merger; network; partnership; task force; and the list could go on and on.

As is evident by now, the list is quite extensive; and as can be presumed, each comes with its own definition. Further, it has been suggested that all of these arrangements are not suited for long-term solutions, "...there is a growing realization that these limited relationships have rarely been effective for stimulating change..." (The Conference Board, 1993, p.24). However, as stated in The Conference Board (Report #1033, 1993 p.10), "... these extended partnerships expand both the number of participants and the organizational involvement."

For the purpose of this paper, we will deal mainly with collaborative efforts. We will also attempt, however, to depict how some of these other activities are interwoven into the big picture of collaborations.

In order to understand how a collaboration works, one must first find out how it is defined. Winer & Ray (1994) define collaboration, "as a mutually beneficial and well-defined relationship entered into by two or more organizations to achieve results they are more likely

to achieve together while still retaining the separate identities of the organization involved" (pg. 24).

Winer and Ray (1994) also indicate that since "...collaborations implies greater intensity, we need to understand when to be cautious - when that greater intensity might make things worse, not better. The factors that make or break collaborations include ideology, leadership, power, history, competition, and resources" (pg. 24). What this implies is that individuals, and organizations have their own way of thinking about what they want to do and how they want to accomplish certain goals. They also have their own management/leadership styles and ways of building images. In short, there is a unique culture within organizations that influence collaborative efforts for good or bad. For the issue of power, each organization will bring a certain amount into the group, although it is suggested that the distribution of power is rarely equal. The power in which the individual groups bring to the collaboration must be appropriately balanced and this should not necessarily be a deterrent from participating in a collaborative arrangement.

Historically if groups have experienced bad past working relationship(s) with a particular group, this could possibly cause some complications in making a new endeavor successful. Competition for funding within the group, between the different organization working arrangement, when that is the main reason for the collaboration, can also be destructive. Group resource contributions, should also be thoroughly organized for equity sake. All these elements should be considered before the organizations sign on the dotted line and commit to a collaboration.

COLLABORATION AND LANGUAGE GAMES

Collaboration is part of everyday life. People collaborate more often than they realize. Collaboration is more readily apparent in action than in theory. Among the Igbos of Nigeria cooking a meal normally involves more than one person. Yet, very few people would tell you they collaborate to cook a meal. Someone prepares the pepper, another the vegetables, another the meat, and so forth. Each individual is distinct in whatever role he or she performs in fixing a meal. The children do not assume the position of the mother who directs each person on how to prepare a particular ingredient. The collaborative partners, in fixing a meal, assume that the mother is in charge. Yet, the mother knows that without the children it would take longer to prepare a meal. The interaction between a mother and children in preparing a meal indicates the nature of collaboration.

The nature of collaboration includes the different roles and positions individuals perform in a given project and the roles are to be organized and defined. The organization of roles is complicated by variation in personalities. Individual personalities places a great deal of responsibility on the leader or leaders who have to be aware of the individual's approach to achieving the goals of collaboration. Communication is necessary to achieve some fundamental level of understanding among project participants which thus brings in the idea of language and the way in which it shapes the way we communicate. David John Farmer's book, "The Language of Public Administration: Bureaucracy, Modernity, And Postmodernity," sheds some light on the nature of language by reflecting on Ludwig Wittgenstein who strove to make the nature of language clearer. Wittgenstein views language as essentially public and social. We do not use language for "private affairs." The language community creates its own "language games" and

maintains the "interpersonal" relationship that language fosters. For instance, artists give instructions to assistants who make sure the instructions are carried out. The instructions and the actions that follow them make up the "language game." Farmer states that "Wittgenstein's use of the term "language game" emphasizes that the speaking of language is part of an activity or part of a form of life" (Farmer, 1995, p.1). This "language game" involves the standards or composition of a "language community" which shapes the way we collaborate. According to Wittgenstein, "Language Communities" may differ in the way they communicate and collaborate due to differences in language games. The language, language games and the Neighbor to Neighbor project is shown in Figure I - see Appendix 1.

The language games that constitute collaboration between artists and apprentices may be different from the language games among university professors and students. If a language reflects a master/servants relationship, then the flow of information is top down representing simple obedience, meaning that the servants only carry out the master's instructions. Although not collaboration per se, the relationship between master and servants suggest some level of communication and joint effort (with the servant exercising most of the effort). This level of "partnership" features prominently between artists and apprentices. One could argue that the nature of the relationship between masters and servants hinders genuine collaboration. But this is a level of working together which comes from servants understanding that their role is to serve their masters. The servants' understanding of their position creates a different but low level of collaboration.

According to Wendy Stedman Sheard and John T. Paoletti, in the field of Renaissance Art, collaboration was common between a master and apprentices or assistants. "John Paoletti

evaluates documented payments to Agostino in postulating a background for Michelangelo's David, carved from a block that Agostino had quarried and begun, and relates it more specifically than previous opinion has done to Donatello's bronze David in the Bargello" (Wendy S. Sheard & John Paoletti, 1978, p.xix). The contribution of Agostino was of great significance in the production of "David." There is no doubt Michelangelo is more famous than Agostino regarding their work on the statue of "David." Yet, both individuals collaborated in the final outcome of "David." The apprentices or assistants were more like the people on the streets who obeyed the instructions of the artist. At any rate, the assistants understood their roles as under the control of the chief artist who may happen to be their master.

Another perspective in Renaissance Art is the process of collaboration between artists and the people who patronize them. Renaissance artists were preoccupied with pleasing their patrons who were mostly political figures.

> Edmund Pillsbury recounts how Cosimo I de' Medici delayed completion of Vasari's resystematized staircase in the Palazzo Vecchio out of concern lest he be perceived as too rapidly changing the revered civic structure into a grandiose ducal residence ... Pillsbury publishes for the first time the documents recording payments to stonemasons in three well-defined building campaigns, which reveal that, contrary to widely held opinion, the new staircase system was not completely finished before 1570 (Sheard & Paoletti, 1978, p.xix).

Political and ethical issues affect the process of collaboration. Participants collaborate to satisfy the needs of the people or organizations funding a particular grant. In collaboration we respond to a lot of other extrinsic influences pertinent to a given project. These influences are pertinent to individual settings or environment within which collaboration occurs. A project environment could be referred to as the culture of the project, which shapes and stresses the behavioral patterns, organizational setting and interaction among project participants.

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A university setting, on the other hand, could create another level of collaboration. Due to their academic experience, university professors and students could engage in healthy dialogues and debates, creating a healthy atmosphere to truly collaborate. Goals and objectives are stressed, and by having an already existing common "language game," universities are able to achieve a high level of collaboration. Nevertheless, it is pertinent for people to acknowledge the levels and ways in which we collaborate.

The culture of a collaborative environment enhances the understanding of project participants. As noted earlier, organizational goals toward collaboration are different given the culture of an organization. In other words, the culture of an organization shapes the way it achieves collaboration. The nature and understanding of collaboration within Saint Louis University is different from that of the neighborhoods around Saint Louis University due to the cultural differences of both entities. Collaboration within Saint Louis University is both formal and informal, while within the neighborhoods, it is informal. At Saint Louis University we have a well structured system of what Henry Mintzberg calls "the support staff:" university press, bookstore, printing staff, athletic department etc, in conjunction with the managerial hierarchy (Shafitz & Ott, 1987, p.230). Universities emphasize reflective practice, teaching and research while neighborhood people are concerned with the tells of everyday life: getting drugs and prostitution off their streets, trash pick-ups, sending children to school etc. Universities thus represent a more bureaucratic approach to collaboration, while neighborhoods are more organic (e.g. relationship of families).

The Neighbor to Neighbor project, therefore, is working with two cultures: the academic (university) culture and the neighborhood culture. The academic culture deals with the research

and learning goals universities attach to projects such as Neighbor to Neighbor. On the other hand, the neighborhood culture deals with the day to day life experiences. This creates a tension which can be ultimately creative; both the academic and neighbor cultures bring something to the table of the collaboration. The service providers who work in-between these cultures have to learn how to provide services to the community residents without making them feel inferior. There are two major ways in which service providers can prevent themselves from being perceived as victimizers:

(1) Being a good listener - this involves showing interest in the people who are receiving services and making honest efforts to learn how they communicate. The ability to listen effectively reduces the tension between service providers and the communities who need their services. Public Administration scholar, Camilla Stivers argues that "the experience of listening involves openness, respect for difference, and reflexivity" (Stivers, 1994, p.364). In the field of Public Administration we learn that active listening or "responsiveness" could be "problematic." Stivers suggests that "the most common strategy for dealing with the idea of responsiveness is to treat it as an aspect of responsibility" (Stivers, 1994, p.364). According to Stivers, It is easier to control what we see than what we hear. We can close our eyes to prevent us from looking at something, but we can't close our ears. Even when we do, we can still hear some sound. When others give us a "respectful attention," we in turn learn to respect ourselves and eventually return the favor by giving others "respectful attention." "Children develop a sense of identity, a sense of self, by hearing themselves echoed and reflected back in the voices of others" (Stivers, 1994, p.366). By listening we therefore encourage self-development and expect that others do the same, thereby showing that this form of justice is reciprocal. Wellman and Tipple (1990) in their work on the United

States Forest Service, advised bureaucrats to practice the act of listening:

> True communication is hard work. It requires persistent effort, since nobody-including foresters-develops wisdom on the basis of one trial. It means stimulating citizens' involvement at times when their interest is not aroused by a perceived crisis. It means continual dialogue, which can lead to seemingly endless meetings. It means listening, sometimes with saintly patience. It means giving reasons for professional judgments.... It means being concerned with all the communications between the agency and its environment, including the routine exchanges between citizens and field staff, so that agency leadership at all levels of the organization hears what it needs to hear and misleading messages are not sent (quoted by Stivers, 1994, p.368).

(2) Being present - It is important for service providers to be fully present at the communities they serve in order to cultivate an environment conducive to fostering trust. We do not expect people to trust us when they don't know who we are. For instance, during the Stevens Community School camp Kilimanjero, adults were needed to lead the different groups of children. The adults had to be present to establish some rapport with the children, so they would trust them enough to obey. The camp turned out to be a positive experience for the children as indicated in the parents' evaluation. In the same manner, the service providers are needed to be present at the sites in order to enhance trust.

Collaboration between architects and theoreticians resembles what happens between administration and service providers. The architect concretizes the ideas of the theoretician. In collaboration the roles of an architect and a theoretician may be different but complementary to each other. The architect needs the theoretician and vice versa. Neighbor to Neighbor consist of people and organizations who play different roles. The participating schools and communities are unique in the services they provide. However, each needs the complementary role of others for the success of Neighbor to Neighbor

COOPERATION, COORDINATION AND COLLABORATION

In order to buttress our understanding of collaboration, it is important to distinguish between three concepts that we tend to use interchangeably: cooperation, coordination and collaboration. Michael Winer and Karen Ray view cooperation as a "shorter-term informal relations that exist without any clearly defined mission, structure, or planning effort. Cooperative partners share information only about the subject at hand. Each organization retains authority and keeps resources separate " (Winer and Ray, 1994, p.22). Thus, the level of commitment is low when we cooperate. There is almost no risks of commitment involved in cooperation. For instance, in the early days of Neighbor to Neighbor participants met privately with each other to develop a better understanding of the grant and to seek better ways to carry out our respective duties. Personally, meeting with fellow students and faculty was not difficult, but it was more challenging to understand the feelings of the respective communities involved in the grant. For example, some community leaders were concerned about university preoccupation with research and feared Neighbor to Neighbor would do the same at Stevens and leave students with nothing to help them improve themselves. Meeting this challenge requires that Neighbor to Neighbor participants be present and listen to needs of the neighborhood residents. Thus, meeting with some community leaders was necessary for a clearer understanding on how to pursue the outreach goals of Neighbor to Neighbor.

According to Michael Winer and Karen Ray, coordination involves "more formal relationships and understanding of missions. People involved in a coordination effort focus their longer-term interaction around a specific effort or program. Coordination requires some planning and division of roles and opens communication channels between organizations. While authority

still rests with individual organizations, everyone's risk increases. Power can be an issue. For example, Neighbor to Neighbor participants are involved in keeping a time sheet with a list of activities to enhance evaluation process. Some of us were involved in: service planning and monitoring, others in health issues, counseling, services and benefits acquisition, economic development, legal services, support services and other activities. These roles are coordinated in order to achieve a better evaluation process and to achieving the goals of Neighbor to Neighbor. Neighbor to Neighbor Site Coordinators oversee the activities of Saint Louis University departments at the sites. The level of risk increases for site coordinators as they have to face the dangers at the sites. For instance, the neighborhoods respectively have drug problems, drive-by shooting and prostitution. The site coordinator including other service providers are susceptible to assaults like any other person in the neighborhood. Neighbor to Neighbor also stand the risk of losing power as collaboration goes on, but this is not yet an issue.

Collaboration according to Winer and Ray is "a more durable and pervasive relationship. Participants bring separate organizations into a new structure with full commitment to a common mission. Such relationships require comprehensive planning and well-defined communication channels operating on all levels. The collaborative structure determines authority, and risk is much greater because each partner contributes its resources and reputation. Power is an issue and can be unequal. Partners pool or jointly secure the resources, and share the results and rewards" (Winer & Ray, 1994, p.22). Collaboration demands a higher level of commitment than cooperation or coordination. Collaboration intends working together "while still retaining the separate identities of the organization involved ... The beauty of collaboration is the acknowledgment that each organization has a separate and special function, a power that it brings

to the joint effort. At the same time, each separate organization provides valuable services or products often critical to the health and well-being of their community" (Winer & Ray, 1994, p.23).

Participants are aware Neighbor to Neighbor is a collaborative project between various schools at Saint Louis University and three community organizations. The grant proposal states that: "Neighbor to Neighbor draws from the resources of six separate schools and eight programs, in collaboration with Wyman Elementary School, Stevens Community Education Center, and the Blumeyer Village Public Housing Complex. The program includes participation from the schools of Arts and Sciences, Business and Administration, Graduate, Law, Public Health, and Social Services" (Neighbor to Neighbor Grant).

Neighbor to Neighbor at Stevens Community Education Center

People who coordinate or plan a project must work out their philosophical differences in order to achieve genuine collaboration. Coordinators would need to come to an agreement with their different views in order to arrive at a plan. The level of commitment is higher in coordination than in cooperation because of the pressure to come up with a plan to further a given project. The coordination stage thus leads to collaboration among participants in a project.

At Stevens Community Education Center, we had a planning committee for the Sanu rite of passage. Originated in Africa, Sanu is "a rite of passage organization and life skills program, which prepares adolescent boys for manhood." The rite of passage involves: "a parent network for the parents of the participants; mentors for each participant; fathering component for fathers who want to build better relationships with their sons who are in the program; and manhood/life skills training for the director, community service specialists, mentors and team leaders." Sanu

was originally established "as a model program for at risk young males ages of 12-16, who have been or are at risk of being placed in juvenile detention" (Sanu Handout). The collaboration team was made up of six people. We met every other week and shared ideas as to how we see the Sanu program evolving at Stevens. Although, the Sanu program was discontinued for a while, we feel we started in the right direction. We hope to start from where we stopped in the near future, since the ground work has been laid.

As we collaborate the focus becomes "what we want, not what participants want." There is the need to listen to individuals and appreciate the creativity of participants. As service providers at Stevens Community Education Center, we do not take-over from the community, we help. We listen to find areas in which we are needed and we follow-through. We assist in whatever and wherever we are needed. For instance, at Stevens, teachers refer students to the social work interns for guidance. In turn, the social work interns report back to the teachers and the administration for follow-ups on the students. This kind of interaction among service providers enables the achievement of collaboration.

Michael Winer and Karen Ray suggest a number of ways to achieving collaboration that are apparent in Neighbor to Neighbor operations at Stevens (Winer & Ray, 1994, pp.22-39).

(1) Envision results by working individual to individual. We met with various leaders at Stevens neighborhood to talk about Neighbor to Neighbor and to see how they envision the project working out.

(2) Bring people together. At Saint Louis University, bringing students and faculty together was part of the initial move to get Neighbor to Neighbor moving. We are working toward involving some of the leaders around Stevens community. We are presently working with

the Stevens' principal, advisory board, teachers and students.

(3) Enhancing trust. The goal of building trust at Stevens is the hardest for us. Due to suspicion and past experiences, the Stevens community is starting to embrace embracing the spirit of trust. This distrust indicates the differences that exist between the three communities (Stevens, Wyman and Blumeyer) involved in Neighbor to Neighbor. The trust level between the various communities and Saint Louis University are not the same.

(4) Resolving or managing conflicts. Neighbor to Neighbor Intervention Team engages in conflict resolution with respect to the needs of the project participants.

(5) Specify desired results. Neighbor to Neighbor evaluation process specifies project results.

(6) Confirming organizational roles. St. Louis University presence at Stevens is geared toward providing needed services. Stevens Community Education Center is in control as to what kind of services are provided.

(7) Support for members, by cash or kind, is needed to keep the morale of participants high. The Neighbor to Neighbor grant ensures that participants are remunerated.

Freidens Haus Community Center

Freidens Haus Community Center is located in North St. Louis city, in the Hyde Park neighborhood. Hyde Park is a racially and economically diverse community with a strong asset infrastructure to manage problems of urban decay, social dislocation and crime. Among the many assets of the community, including a large number of neighborhood residents committed to improvement of Hyde Park and strong political representation at City Hall, is a network of community-based organizations that provide myriad of services to the people and

businesses of the area. Chief among these is Freidens Haus (House of Peace). Freidens Haus is a non-profit community coalition that provides resources and services for children, parents, and community development.

Founded in 1991, a Joint Partnership Agreement was entered into by Freidens United Church of Christ, the United Church Neighborhood Houses and the Executive Committee of Freidens Haus. The Agreement states that "the basic purpose and mission of Freidens Haus is to serve and support the needs of persons and organizations through programs that help to enhance and develop the Hyde Park community;..."

The organization involves local residents and agencies in the planning, design, and implementation of programs that range from individual educational enhancement to economic and small business development. The organizational structure consists of an executive committee, an advisory board, and a variety of subcommittees. This structure provides for maximum participation of residents and agency representatives in achieving the goal of a healthy, stable community.

It can be noted that Freidens Haus' ways of operations is unique, such that they endeavor not only to identify problems in the neighborhood but also to tailor specific remedies for them. This is done with assistance from the residents in the neighborhood. They also attempt to verify elements of cause and effect relationships in association to conditions in the neighborhood. However, in order to provide a spectrum of services to meet the needs of residents in the Hyde Park neighborhood, Freidens Haus Community Center found it necessary to solicit assistance within and beyond its physical organizational boundaries. Organizational boundaries according to C. Marlene Fiol

> ...are imagined lines drawn to separate the organization from its surrounding environment and to specify how internal roles and functions are related but also separated from one another" (Administrative Science Quarterly, 34. 1984 [Wilden, 1980).

This fact is relevant in reference to helping to explain how the organization is set-up and how it operates.

Although guided by a board of directors, Freidens Haus also has an executive board, made-up of members of the neighborhood, and also an advisory board.
The advisory committee not only include residents and business people from the Hyde Park neighborhood but, also members from different entities of the St. Louis community. These include: the alderman; representatives from Americorp; principal and faculty members of the neighborhood school; church representatives; local business people; neighborhood health care providers and local hospital; police department; representatives of local universities; and resident volunteers.

From this vast network, according to the 1995 Danforth Foundation Evaluation, Freidens Haus Community Center, since its inception has been able to provide a multitude of programs and services. These include: The Achievement Group (International/Language Club); the Adult Group (parent support and learning groups); After school Growth & Development (art and club groups, daycamp, gardening, mentoring, scouting, special interest, sports, and teen group); Bike Program; Community Nurse; E.Y.E. (Energizing Youth Development; emphasized business development, building job skills, employment and positive role models); Hyde Park Prevention Crime Committee; Interest Groups (art, dance music,

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sports); Mentoring; Outreach and follow-up groups (adult groups, home visits, and school contracts); Tutoring (individual academic).

As can be inferred, especially by being a new non-profit organization in a local economically depressed neighborhood, Freidens Haus Community Center as an individual entity has not been able to provide these programs and services on its own merits. Yet, what was suggested by the 1995 Danforth Foundation Evaluation is that individuals associated with the operations of Freidens Haus Community Center had the ingenuity to devise a plan that has led to maintaining the programs offered at the center, thus far.

Collaborative stages

Winer and Ray further suggest that there are "Four stages" of collaborations. These are the following:

(1) "Envision Results by Working Individual-to-Individual";

(2) "Empower Ourselves by Working Individual-to-Organization";

(3) "Ensure Success by Working Organization-to-Organization"; and

(4) "Endow Continuity by Working Collaboration-to-Community" (Winer and Ray, 1994. pp. 35 - 37).

Stage one of the collaboration strategy suggests that to initiate a collaborative effort arrangement, at least two people must come together with a shared thought and discuss the possibilities of its manifestation. The discussion should include both pros and cons of achieving end results. Some of the following types of questions should be discussed:

(1) What needs to be done?

(2) Who will benefit from this action?

(3) Who will be willing to help?

(4) How do we go about getting started?

Answers to these types of questions should be identified and considered before moving to Stage II.

At Stage II, the operating perimeter has widened, and new players have been added. At this point, concepts are being further operationalized and organizational purpose(s) should be more focused. Also lines of commitment from the individuals involved should be defined. Along with these concepts clarity in individual organizational authority should be defined. In other words, the amount of power an associate has to act on behalf of his/her organization needs to be clearly identified and understood by all parties involved. This could save time and possible conflicts later on.

Next, Stage III "Ensure Success by Working Organization-to-Organization" offers an opportunity to strengthen the collaboration and ensure the success of the outcome by building relationships with other organizations. Furthermore, after reaching "Stage III" it is suggested that organizations remain mindful of individual organizational responsibilities and uniformity in collaboration interactions. This means that whatever commitments have been made by the individual entities (i.e., paying salaries, utilities, accounting services, rents, etc.) should be formally recognized by the whole group and honored.

It could be inferred from the above, that adhering to the above steps and maintaining cohesive working relationships inside the group, increases the potential of accomplishing "Stage IV". Finally, "Stage IV" suggests that you "Endow Continuity by Working Collaboration-to-Community". In order to endow continuity of collaboration, it has been

suggested that there needs to be way(s) to "institutionalize their success in the community (Winer & Ray, 1994. pg. 37).

Therefore, the more people and the more organizations you can successfully recruit to work in building and supporting your efforts, the more likely it is to continue to grow and be sustained. The Conference Board gives an example of one such case:

> The Springfield Education Summit held on May 28, 1992, is an example of the kind of community involvement that might be necessary to achieve a major change in local education. The Summit was a one-day meeting that brought the whole community together to deal with the need to improve academic performance. It required months of extensive preparation and has had an ongoing effect (1993, pg. 26).

It should be noted, that there are no foolproof directions, prescriptions, or blue-prints to building collaborations or any other type of joint effort arrangement, in other words, "Coalitions and collaborative are not foolproof organizations" (Corporate Championing of Education Coalitions, pg. 11). And even the four stages described here come with their own set of challenges.

Also, the following challenges are not to be misconstrued as an all-inclusive set, but as a brief overview of some of the most common ones. It is also possible that some of these challenges will not be encountered at all by some groups, although they may be encountered by some groups and at varying stages. Therefore, it seems plausible to mention them. Winer and Ray (1994, pg.39) list the following possible challenges as they could relate to each stage.

Stage I:
- Bring People Together
- Enhance Trust
- Confirm our Vision
- Specify Desired Results

Stage II: Confirm Organizational Roles
Resolve Conflicts
Organize the Efforts
Support the Members

Stage III: Manage the Work
Create Joint Systems
Evaluate the Results
Renew the Effort

Stage IV: Create Visibility
Involve the Community
Change the System
End the Collaboration

In an effort to examine some of the characteristics previously discussed, we will examine the interactions of two entities, Freidens Haus Community Center and Stevens Community School.

Freidens Haus, Neighbor to Neighbor/Stevens Collaboration Model •

The networking abilities of those involved with Freidens Haus Community Center and Neighbor to Neighbor depicts a model of a genuine collaborative effort as suggested by Winer & Ray.

Stage I: Envision Results by Working Individual-to-Individual

- Freidens Haus and Stevens Community Center Idea - presumed community needs expressed by individuals in and of the Hyde Park and Stevens community.
- Explored ways to provide assistance in those needed areas. Identified others who might be willing to help (Neighbor to Neighbor)

Stage II: Empower Ourselves by Working Individual-to-Organization

- Solicited assistance from other individuals

- Formed Board of Directors and Advisory Board
- Approached and entered into agreement with other entities inside and outside the neighborhood, including:
  (1) Freidens United Church of Christ - provides office space, utilities, custodial services, and liability insurance
  (2) United Church Neighborhood House - Pays the salary for Program Director
  (3) Malincrodt Chemicals - provides funding for different aspects of the program
  (4) Neighbor to Neighbor grant provides service tools

Stage III: Ensure Success by Working Organization-to-Organization

- Outlined the format for operations and identified needed resources and providers - Neighbor to Neighbor
- Obtained written commitments (contracts, checks, etc.) from entities involved Have regular meetings with executive board and advisory committee
- Program Director and/or other representative of the center attend other neighborhood/organizational meetings

Stage IV: Endow Continuity by Working Collaboration-to-Community

- Has built close working relationships with other entities in the Hyde Park, Stevens, Wyman, Blumeyer neighborhoods.
- Established cooperative relationship with Community Schools

(a) Provide tutoring and mentoring to Clay, Stevens, Wyman and Blumeyer Students

- Has cooperative effort with Deaconess Hospital for the services of a Parish Nurse

(a) Nurse works at the center and with Clay School to service the children and other family members, if need be,

- Coordinated a work arrangement for area youths with the St. Louis Area Training and Employment Agency (S.L.A.T.E.)

(a) Provide employment positions for the youths and receives the needed manpower to assist with the centers' summer programs

- Facilitate work arrangements for employment positions for youth enrolled in the Energizing Youth Employment (E.Y.E.) program

(a) Solicit area business for the purpose of providing opportunities for neighborhood youth to gain work experience (in some instances, the center will provide the monetary stipend for these arrangements)

- Entered cooperative efforts with: Harris-Stowe State College, Saint. Louis University, University of Missouri, and Washington University

Conclusion

The next question to ask is; where do we see Neighbor to Neighbor going next? Neighbor to Neighbor is truly collaborating with Stevens, Wyman and Blumeyer. However, we suggest they pay more attention to the fourth collaborative stage: working collaboration-to-community. We

believe that community leaders and teacher need incentives to actively get involved in the goals of Neighbor to Neighbor.

Friedens Haus Community Center, on the other hand, has managed to prevail through each of the four stages. The obstacles along with other internal and external challenges the center has had to face have not been of small significance. Yet, overall Friedens Haus Community Center has continued to thrive. The center has set its collaborative mechanisms in place. To continue to be successful, it is suggested that period evaluations by someone either internal or external to the organization, be performed. This should allow those who are involved in the collaboration a means of knowing how they are progressing, in reference to meeting their goals. It might also shed light on some new problem. As can be expected, whenever change occurs their is usually a possibility of some conflict to arise.

With the diversity of human nature and the interaction of many groups of people it goes without saying that from time to time conflicts are sure to arise. Both Friedens Haus Community Center and Neighbor to Neighbor/Stevens have experienced and continue to experience conflicts of one form or another. This can be somewhat expected wtih most group interactions. It can not be presumed that everyone will see eye-to-eye on everything. Winer and Ray suggest that, " As individuals and representatives of organizations, travelers bring to their collaboration different preferences, histories, communication patterns, and we divert time and energy from achieving our destinations" (pg. 76).

Therefore, preparing for those conflicts in advance and handling them effectively and expeditiously by recognition of the conflict and through open communications is a good way to

try and circumvent damage to the collaboration. And, even then not all conflicts will be resolved.

But, as Winer and Ray further indicate :

> By not allowing conflict, we limit our ability to change. We must build conflict into the life of our group and recognize that we may not, and perhaps should not, resolve some conflicts. Rather, we need to expect, promote, and manage conflict throughout the life of the collaboration.

As previously stated, this is not meant to be a foolproof plan for collaborations but instead is offered as a guide post which shows the routes some organizations have taken and some others might want to follow.

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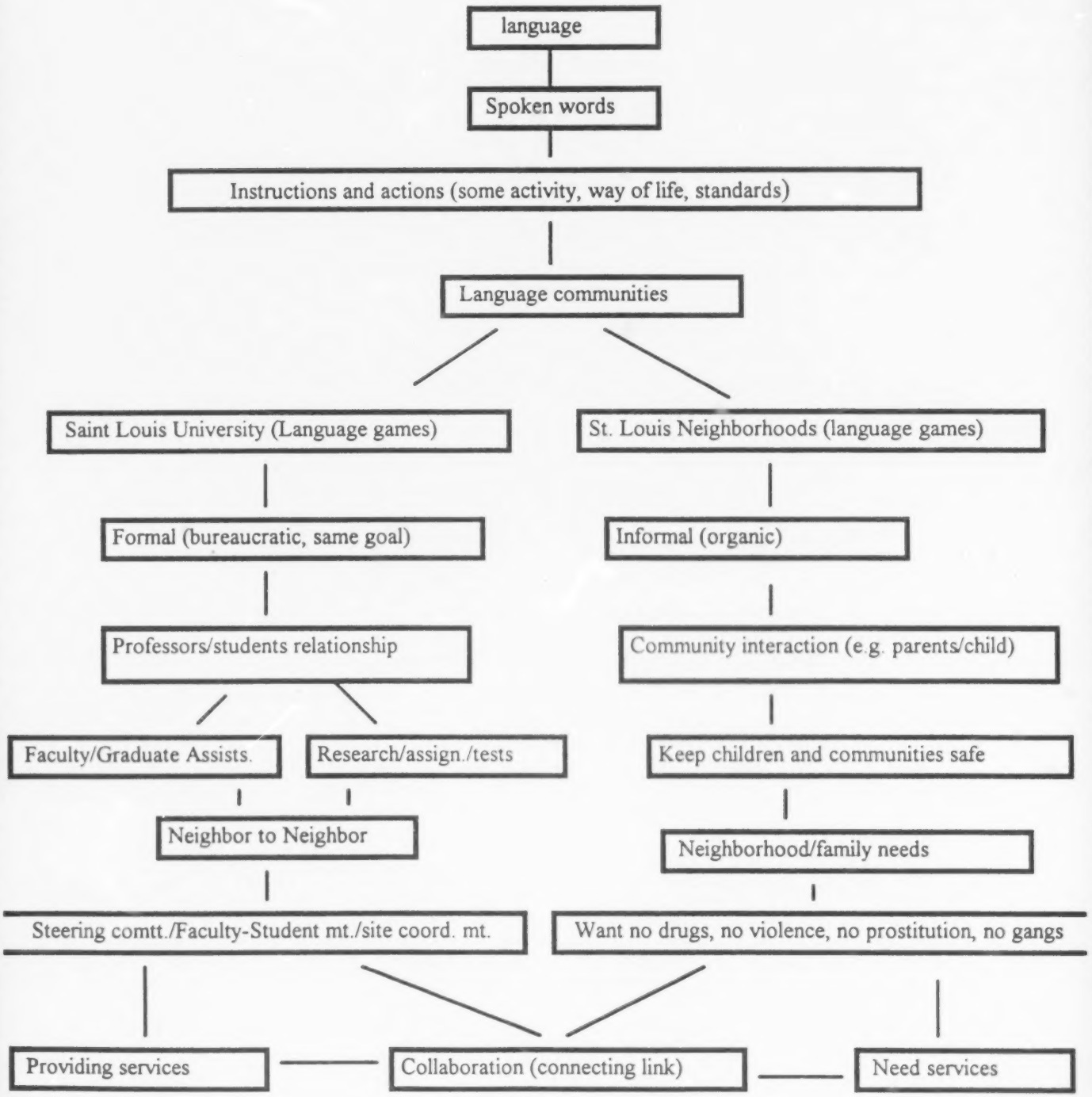
Appendix 1:

Figure 1- Language, Language Games and The Neighbor to Neighbor Project: We show in the figure below the differences in the language games of Saint Louis University and St. Louis neighborhoods.



Collaborating for Urban Redevelopment:

An Interdisciplinary Approach

Participants Include:

Paula Foster
Peter Salsich
Tom Thomson
Rosalind Williams

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Collaborating For Urban Redevelopment:
An Interdisciplinary Approach

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A. Definition of Collaboration:

Collaboration is working and planning together towards common goals in a trusting environment. Of its nature, this process requires shared ownership and risk, shared power and influence, with a resulting redefinement of what self-interest is.

The process if difficult and requires commitment; it is also time consuming. It also requires shared information and shared acceptance which promote cooperation and have within themselves their own rewards. (Rev. James Blumeyer, S.J., February 1995)

B. The First Collaboration: A Joint Architecture/Law Seminar

Collaboration began with the following project in the Spring of 1991: Zoning and Affordable, Fair Housing, "A Collaborative Architectural and Legal Study of Zoning and Fair Housing Laws with Respect to Affordable Housing". A collaborative architectural and legal case study which illustrates that zoning can be an impediment - intentional or unintentional - to affordable housing was undertaken in the Spring of 1991 by students and faculty from Washington University School of Architecture and Saint Louis University School of Law. By examining both the legal and architectural implications of the functioning ordinance of a suburban Missouri municipality, rather than zoning in general, we were able to unearth some common regulations which effectively impede the provision of affordable housing. This paper describing this case study also reviewed emerging state and federal law respecting exclusionary zoning and concluded that the goals of local land use regulations must be re-evaluated and their purposes clearly defined because of their potential impact on the provision of affordable housing.

C. Housing Issues Symposium

As a result of the success of the collaborative case study, a Housing Issues Symposium began in the Fall of 1992 and has been offered each fall since then. Students from Law (SLU), Public Policy (SLU), Social Services (SLU) and Architecture (WU) work in teams of study and address a specific housing issue during the semester. With a variety of guest lecturers and presentations by the several participating faculty members, students gain insight into different ways of approaching a problem. The following spring the results of the team efforts are presented at a symposium attended by a variety of interested groups: city workers, non-profit agencies, professionals, consultants, advocates, providers, and so forth.

Students collaborate on a project that requires them to pool their information, bring their different background and experiences to the table, and work out a proposal. The student teams prepare written responses to hypothetical Requests for Proposals from local government entities. These hypothetical RFPs are drawn from actual community controversies and development initiatives. Students often must struggle to understand the different nomenclature, different theoretical perspectives, and different values of their respective professions as they work through the problem. But the work is the richer for the struggle, and the students benefit greatly from their exposure to different aspects of the same problem.

Fall 1996 is the sixth year of this collaborative effort. In previous years, students studied the impact of local zoning ordinances on affordable housing designs, the use of housing conservation districts, the comprehensive housing affordability strategy (CHAS) program, the future of Laclede Town, a failed subsidized housing development in mid-town St. Louis, and restorations of public housing neighborhoods.

Research and discussions focus on legal, public policy, social welfare and architectural issues affecting the development and redevelopment of St. Louis neighborhoods, as well as prototypical redevelopment of public housing projects (Carr Square, Darst Webbe and Vaughn) into tenant ownership and market rate housing neighborhoods. Topics include public policy issues affecting development, the availability and types of housing, including design choices, principles of development and financing, transportation linkages, zoning issues, the relationship of education, economic development and safety issues to housing, and the environmental qualities that will draw people to live in the city.

D. Topics for the 1996 Symposium

During the Fall 1996 semester, students are preparing responses to the following RFPs:

1) The Director, Office of Social Ministry of the Jesuit Community in the United States, has issued a request for proposals to develop plans for an Employer Assisted Housing Program to be recommended to Jesuit colleges and universities in urban areas of the country, in conjunction with a HUD competition to encourage the transformation of "homeownership zones" into desirable neighborhoods with attractive architecture, sidewalks, porches, and yards.

2) The regional planning agency has issued a request for proposals to provide background material for the development of a regional affordable housing strategy. One suburban municipality will be used as a case study from which implications can be drawn for the region. Recently, the City Council of Clayton has discussed the issue of affordable housing within its jurisdiction.

3) The Third Ward Neighborhood Council is an organization of neighborhood groups in the third aldermanic ward on the north side of St. Louis. The Neighborhood Council, a nonprofit corporation, has issued a request for proposals to develop plans for

redevelopment of a severely impacted urban area. While the Third Ward covers a large area of the City's North Side, the Neighborhood Council would like proposals to focus on the area centered at the intersection of West Florissant Avenue and Vandeventer. Proposals can address a circular geographic area eminating from that center to any extent deemed feasible by the applicant.

4) The City of St. Louis and its Public Housing Authority jointly issue are developing plans for addressing the community development needs of an area on the near south side of the city currently known as the Darst-Webbe Public Housing Complex. The city particularly wants to develop a comprehensive approach to re-creating "sustainable" and truly integrated neighborhoods, in which educational, employment, housing and social services needs are addressed.

E. Collaboration in the Symposium

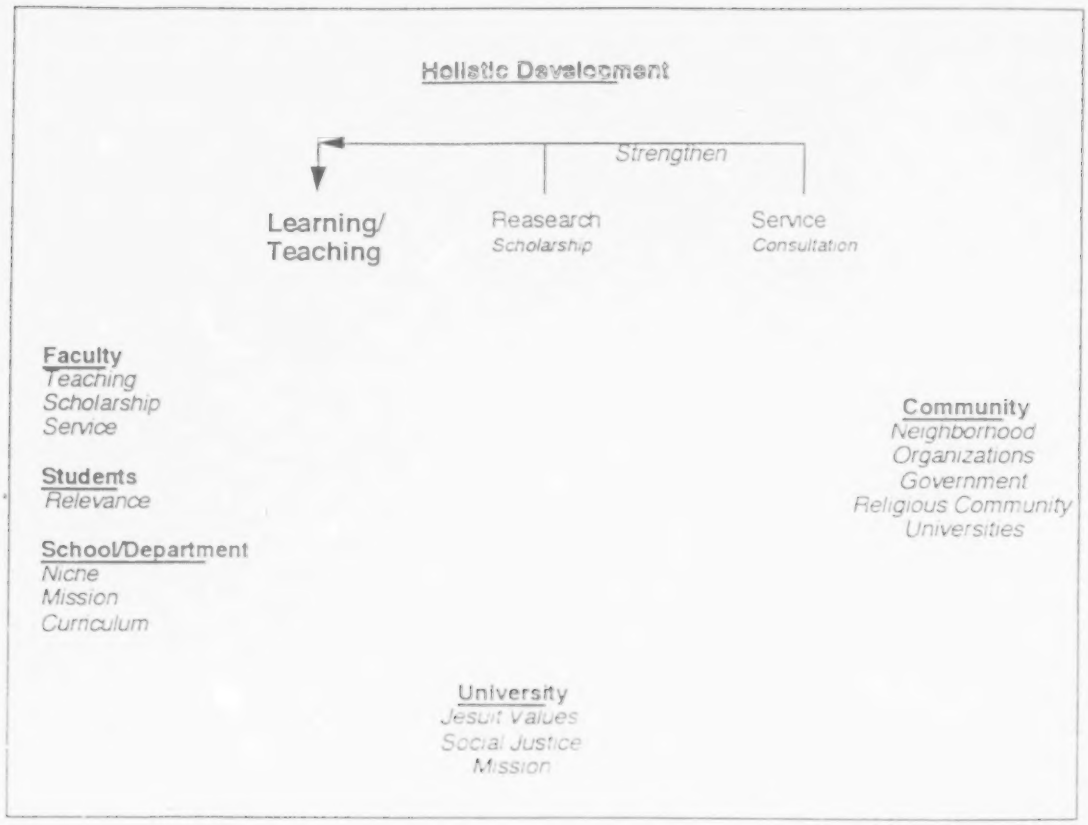
Students organize into teams with at least one member from each discipline. Faculty are available for consultation with teams as work on the proposal proceeds. Each team will produce a written proposal by the last day of classes of the Fall Semester. There will be a half-day conference in late winter (second semester) at which each team will present and discuss its proposals. Individuals consulted and representatives from groups providing housing and social services to the low income persons will be invited to attend.

While the RFPs for the 1996 Symposium are hypothetical, organizations and individuals within the affected areas have expressed interest in the students' ideas and have been meeting regularly with them.

A Teaching Matrix that reflects the philosophy of the Symposium is attached. Also enclosed is a memorandum on collaboration by Professor Thomson.

Enclosures

DRAFT DISCUSSION MATRIX



DATE:
October 23,1995
TO:
DESIGN THINKING
CLASS
FROM:
Tom Thomson

RE:
Presentation Outline

1. Definition Of Design: Design is an activity, which aims at a plan for action which if executed is expected to lead to a situation with desired characteristics and without undesired and unforeseen side and after effects.
a. discussion of concepts of activity, aims, plan for action and characteristics.
b. task of design is to change a situation from the way it is to the way it ought-to-be.
c. Any time one changes a situation and there are conflicts between parties there is design.

On Collabor-

Definition

Model of the Building World

Problems of Designing

Belief Systems

Generalists vs Specialists

Attitudes about Decision Making

Types of Knowledge

Types of Argumentation

Sources of Knowledge

Universe of Discourse

Language Structure

Ethics of Argumentation

Structure of Knowledge

Role of Judgement

Sharing Knowledge

Type of Voting

Decision Rules

Source of Expertise

Conditions for Successful Collaboration--The dilemma of Debate.

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1. Acceptable outcomes
2. Data collected
3. How data is processed.

b. *Legal Model(Certainty)*--uses incentives, motivation, and competition to formulate arguments. The purpose is to demonstrate with 100% reliability that a crime was committed. The rival advocates present arguments through proposition and counteraction that their case is the correct choice.

c. *Dialectic(Uncertainty)*--concept{--a symbolic abstraction that assigns relations among parts} serves as classification device under which all items are subsumed.

1. The set of concepts that a decision maker employs in a situation form his/her definition of the situation or frame of reference from which he makes his choice.
2. His choice is dependent on the set of concepts he employs, but his pay-off is dependent on the real world.
3. By our teleological assumption, the decision maker is free to select the set of concepts he uses.
4. Some concepts are fixed at the onset of the decision process before data are accumulated and interpreted. They do not provide for new concept formation during the process.
5. The dialectic places two opposing, but credible, sets of concepts in juxtaposition for the decision-maker to observe. In doing so it encourages him to develop new and, it is proposed, more general concepts-a synthesis from which to exercise his final decision.

Sources of Knowledge

Opinion
Feeling/wants
Empirical
Anecdotal
Factual
Precedents

Universe of Discourse-Differentiating a particular problem space from all other problems is defining the problem which in turn is "solving the problem" at a level of generality which in turn needs to be redefined at another level until it reaches some agreed upon level of completeness.

Language Structure

Each Body of Knowledge has its own language and way to structure information.

Law summarizes cases into short sentences which are keyword coded. uses Latin or Old English terms to describe parts of the judicial process.

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Medicine summarizes its diseases into symptoms, effects and diseases. For the most part uses Latin or Greek to describe diseases
Architecture s summarizes buildings into types(functional, mechanical etc.), authors and conditions--such as location, structure, etc. Uses native of formal language to describe parts but has separate terminology's for both technological and spatial descriptions.

Ethics of Argumentation-style of presentation can allow discussion or it can discourage discussion.

Strategies--

Invite discussion by attitude of presentation of information or questions
Intimidate by statements and manner of making statements.
Make declarations which are on the surface irrefutable.
Present in such a way that questioning your scheme is appropriate or not.

Structure of Knowledge

Chaos--existing world without perceived ordering principle.
question--proposes an ordering principle
data--gathering pieces of evidence in terms of ordering principle.
information--provides links which relate pieces of data
knowledge--makes connections between bits of information for particular situations.
wisdom--provides an overall framework for synthesizing knowledge.

Availability of Information

Role of Judgment

Partial *Overall*

Deliberated *Offhand*

Shared Knowledge

Purpose of the Debate

Type of Voting Basis:

AUTHORITARIAN--Single person determines outcome by virtue of power.
DEMOCRATIC--some specified majority wins by virtue of a vote..
CONSENSUS--a shared opinion is reached.
DELEGATION--Large group authorizes person or group to make decision.
QUAKER-- The Meeting House rules by there finally being no dissenters after the discussion and long silences..

Decision Rules

To develop these alternative images the designer has some very powerful conceptual basic principles of collective decision making. Typically the discussion revolves around the issues of VISION, VALUES and IMPLEMENTATION. The extrapolation of these into the future become statements of expectation, based upon what matters to you. These articulated scenarios of the future include aspirations, implications for action, and the anticipated consequences. It is then critical that the designer, to design incorporate these expectations into the dialogue by means of the following principles:

Decision Rules-moral axioms to justify actions-

1. Benthem--Greatest good for greatest number--utility functions or simple majority vote.
2. Pareto Principle--No plan should be implemented in which anybody is worse-off than before.
3. Modified Pareto--Only plans should be implemented if those who are worse-off become better-off.
4. Robin Hood--Take from the rich and give to the poor.
5. Plato Principle--"Ideals" only those ideas which are 'true' should be implemented-
   - -Truth never changes, therefore old ideas are true ideas.
   - -Scientific ideal--implement that plan which guarantees the survival of the species.
6. Egotistical--What is good for me is good for all.
7. JC --Do unto others as you would have done unto you.
8. Nike'--Just do it!

Time for Debate in the Process - Acts of the information

Source of Expertise

1. Symmetry of Ignorance
2. Control of data/information/knowledge/
3. Generation of Alternative Actions
4. Evaluation of Consequences of Actions.
5. Design is an Argumentative(discussive) process.
6. Any decision affects all people to some degree.
7. All people are not affected in the same way by a design decision.

Conditions for Successful Collaboration

WELL FORMED QUESTIONS FOR THE COLLABS
WELL FORMULATED PROBLEM STRUCTURE AT POINT OF ENTRY TO DISCUSSION
WILLINGNESS TO DISCUSS AND INCORPORATE NEW KNOWLEDGE INTO PROBLEM SPACE
WILLINGNESS TO GENERATE IDEAS WITH OTHER PEOPLE.

RECOGNITION OF SYMMETRY OF IGNORANCE
DESIGN OCCURS BY RESOLVING CONFLICTS AMONG COMPETING BIT OF INFORMATION through A SYNTHETIC AND ANALYTIC PROCESS
EVERYONE WILL NOT OUTRIGHT WIN EACH POINT BUT THE INTENT IS TO MAKE WIN/WIN SITUATIONS RATHER THAN WIN/LOSE SITUATIONS.
RESPECT FOR THE CONTRIBUTION OF THE PARTICIPANTS

Definition of Collaborate--Webster--To work together

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Getting the Real Story to Policymakers:

Improving Fact Gathering and Reporting in the Community

Presenters Include:

John Ammann
Adrienne Cochrane
Lawrence Gotanco
Denise Kuntz

CONFERENCE PRESENTATION

GETTING THE REAL STORY TO POLICYMAKERS: IMPROVING FACT GATHERING AND REPORTING IN THE COMMUNITY

On September 26, 1996, Professor John Ammann and law students Adrienne Cochrane, Lawrence Gotanco, and Denise Kuntz, presented this interactive session to the Neighbor to Neighbor Conference.

I. Introduction

The Law School had as its mission at the conference to provide an interactive session designed to help participants understand how fact gathering occurs in their communities, and how to improve this process. Participants were asked to fill out two questionnaires related to the presentation, and discuss their responses.

All of us have life experiences which tend to filter the way we observe and perceive what happens around us. The goal of this session was to sensitize participants to these bias filters and to improve their understanding of how information is gathered and relayed to policymakers.

II. Problem I: The Thief

While Professor Ammann introduced the session, a young man appeared at the door, said he had a message for the professor, and proceeded to deliver the handwritten message. In doing so, the young man took Professor Ammann's wallet from the table at the front of the room, but there was no reaction from the audience which apparently had not noticed.

A few minutes letter, Professor Ammann announced that a crime had occurred during the session, and that participants had to fill out a one-page witness statement describing what happened and describing the "perpetrator."

Participants were asked to share their descriptions of the suspect. Widely varying observations were made with regard to the suspect's height, weight, accent, clothing and other important characteristics. When a composite of these observations was completed, the suspect (student Lawrence Gotanco) returned to the room to tell the group his precise characteristics.

Participants learned that what they observed and what was reality were not necessarily the same. For example, many heard a foreign accent when the suspect spoke, but the suspect had none. Many agreed they "heard" the accent because the suspect looked like he should have one.

The Law School presenters then led a discussion of why and how we observe occurrences differently from others and from reality. Participants learned that police often have difficulty when witnesses give varying descriptions, and how our cultural biases can cloud our observations.

(A copy of the witness identification form is attached.)

II. Problem II: A Chat with the Mayor

This problem was presented in a straightforward manner, with participants being advised that their perceptions and observations would again be tested, and they were told the scenario involved a community leader visiting a mayor to talk about a housing proposal.

Denise Kuntz, playing the community leader, met with Adrienne Cochrane, playing the mayor, to discuss a plan for affordable housing. The five-minute conversation included ambiguous statements by both parties, as well as ambiguous body language.

After the conversation, participants were asked to give written answers to several questions about what they had seen and heard, including whether the mayor had expressed support for the proposal. Participants were divided on their conclusions on this question as well as others.

This problem raised participants' awareness of how body language can change the meaning of the spoken word, and how observers might view a conversation differently from those in the conversation. Many participants discussed the "politics" of the conversation, relating the vignette to their own experience and describing how they would have handled the meeting if they had been meeting with the mayor.

(A copy of the questions and the dialogue are attached.)

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IV. Conclusion

The Law School chose not to present a lecture-type session for the conference, but instead chose to involve the audience in using its observational skills in these two problems. Participants were challenged to analyze their ability to discern what is happening in their communities and to reflect on the difficulties of accurately reporting what is seen and heard in their neighborhoods.

EYEWITNESS IDENTIFICATION FORM

Physical Description of Suspect

Height:_____ Weight:_____ Age:_____

Sex:_____ Eye color:_____

Facial features:_____

_____

_____

_____

Build:_____ Hair:_____

Skin Color:_____ Race:_____

Accent (if heard suspect speak):_____

Clothing:_____

_____

_____

_____

Any other features not listed here:_____

_____

_____

_____

Incidents

What happened (what victim said, what victim did, what suspect said, what suspect did, etc.):

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

QUESTIONS

1. How was the Community Leader received?
   ___ warmly
   ___ indifferent
   ___ coldly

2. How much interest did the Mayor show in the proposal?
   ___ very interested
   ___ somewhat interested
   ___ no interest

3. What message did the Mayor's body language convey?
   ___ interest
   ___ somewhat bored
   ___ agitation

4. Was the Community Leader aware of the Mayor's reactions and body language?
   ___ very aware
   ___ somewhat aware
   ___ not aware

5. Does the Mayor support the proposal?
   ___ strongly supports
   ___ somewhat supports
   ___ does not support

DISCUSSION

COMMUNITY LEADER (CL): Good afternoon, Mayor. Thank you for meeting with me. As you know my organization is planning to submit a proposal to the city which would require 50% of all riverboat gambling revenue to be used for construction and rental assistance for low/moderate housing. We would like your support an I'm here to ask you for your assistance in getting this proposal introduced at the October meeting of the Board of Alderman.

MAYOR (M): How much aldermanic support do you have? Who have you asked to sponsor your proposal?

CL: I thought I would meet with you first in order to receive your input and direction. Which members of the Board would you suggest we meet with?

M: Well, I suppose you could start with the Appropriation Committee. Personally, I would like additional information regarding the facts and figures listed in your proposal.

CL: What kind of information would you need?

M: I can support the bill, but I would need information describing the funding rationale of your proposal, the amount of revenue required in order for the project to be effective, what neighborhoods are included in your proposal or is it a City-wide project...

CL: (interrupting the Mayor) We can provide all of that information. Do you have a suggestion as to which Alderman I should contact?

M: (looking at her calendar) I have a meeting next week with the Appropriations Committee which includes Alderman Smith and Jones. They are also on the Housing and Development Committee.

CL: That would be great! I will provide them with copies of the proposal before your meeting. However, there could be a problem with putting together the additional information you requested.

M: I like this idea. Maybe I can have my staff do some research. That type of information is necessary for a proposal to be introduced. What exactly would the money be used for?

CL: We want 75% of the money to go for people earning less than one-half the area median income.

M: Well, that could be a problem. We're trying to attract more

middle income people. Is there any money in here for that?

CL: Uh, well, the remaining 25% could be used for that.

M: The other thing you might think about is putting this on the ballot to let the voters decide it.

CL: We were hoping to move quickly on this, and a public vote would take time.

M: Well, I see your point.

CL: Well, I know you're busy, but we're glad you're willing to help us. Can we meet again on Monday to discuss the additional information.

M: Fine. Monday at 9:00.

CL: Thank you for your time. I'll see you Monday.

Facilitating Reflection Through Journal Writing

Participants Include:

Jami Barbee
Barbara Roe Beck
Otis Enoch
Julie Hoffmann
Richard Smith
Bonnie Tebbe

Facilitating Reflection Through Journal Writing

Presented at the 1996
Saint Louis University Neighbor to Neighbor Conference
by Jami Barbee, Otis Enoch, Richard Smith,
Bonnie Tebbe, M.A. and Julie Hoffmann, M.A.
Facilitated by Sheila Archer, M.A.
Faculty and Students of Saint Louis University
Department of Communication Disorders

Introduction and Benefits of Journal Writing:

Journal writing was chosen as one of the methods of evaluating progress towards some of the personnel preparation objectives of the Neighbor to Neighbor grant, as well as individual progress toward learning goals. One of the main objectives of the Grant, as mentioned by Father Garanzini in his Keynote address, is to prepare people for service to participate with insight and sensitivity in their communities. Journal writing is a method of "Reflecting on Action" that facilitates this preparation and is particularly suited to students and professionals who want to optimize their practice or service with and for others. We want to share with you today some thoughts about the benefits and possible outcomes of written reflection.

The popular media has provided examples of applications of journal keeping to various aspects of life. The young Dr. Doogie Houser reflected on the meaning of his experiences and wrote his concise lessons of life on his PC. Otis Enoch, one of our CD students, tells me that one of Stephen Covey's "Seven Habits of Highly Effective People" is keeping a journal. Just last week Oprah's book about her quest to take control of her life, Make the Connection, was published and

included numerous entries from her personal journal. She and her trainer, Bob Green, are so convinced of the importance of journal keeping to personal growth and change that they also published a journal for readers to use titled A Journal of Daily Renewal to facilitate the changes that are suggested in the "how to" book. In addition to these we can think of many other well known examples of journal writing; but on a more personal level, each of us have probably known someone who has kept a journal or have done so ourselves.

What is it about the act of journal writing that facilitates reflection? For me, writing has been and is an effective and gratifying method of reflecting. Writing generally requires an environment that may be, by its nature, more conducive to reflection: I am sitting down in a more quiet area of my choosing, usually in a well lighted space in which I can gaze from my paper to a window, pictures or other objects that are relaxing to me. Those days when we run from one appointment to the next and deal with crises that weren't on our calendars with no break, we particularly need a time to think about the results of our activity to focus on what we did accomplish and what it means in the broader scheme. So while I might reflect in the line at the grocery store, this reflection is fleeting and unfocused, often vague and frequently interrupted. When I write, I am able to put my thoughts into more precise and expressive language, even more so than when I speak my thoughts spontaneously.

Although personal experiences and feelings about writing

may vary among individuals, I would like to suggest that writing as a part of the reflective process provides some general benefits for most people. Writing about an experience causes us take time out from the business of our day. Actually, by stopping to write and reflect about the activity our day, we may end up with the only tangible result of that activity. Also, for those of us whose practice involves working with and facilitating the learning of others there is so much to consider and remember while you are providing service that there is a need to revisit this activity, especially for those of us with less experience. An experienced practitioner may be able to do "reflection in action" to use Schon's terminology, but for the student or intern practitioner "reflection on action is essential to detect the complexities and subtleties of practice". This reflection in turn leads to more effective planning and service. Some outcomes of journal writing may be more personal. For example, journal writing can be a tool for stress management in that can be cathartic. We can write out our frustrations and perhaps give voice to those irritations that we feel are too petty to discuss but are having a negative effect on us, our professional relationships, and our work. As we write and reflect on a regular basis we observe our own behavior and direct it more consciously. We may see patterns in our thoughts or behaviors that are interfering with our personal and professional growth or relationships and we can make changes.

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We can be more objective observers of ourselves or events we were involved in. Just as often we may discover positive aspects of which we were unaware. For example, in the act of writing we might put into words what we sense or intuit but didn't know we knew. We may discover strengths or insights that we can further develop or use in our practice.

Other benefits are also listed on the handout. One benefit that, I think, is very important for students and interns in particular is that the act of journal writing provides a written record of the process of professional and personal growth. This is reinforcing, rewarding, and, as today's students become tomorrow's leaders and mentors of learners, their journals will provide insight into how to best facilitate growth in others.

Application of the Journal Writing Process to the Neighbor to Neighbor Project:

The Neighbor to Neighbor project reaches out to the community and addresses problems collaboratively. There is a mutual exchange of knowledge and skills between the community and the university. The grant was written with student learning in mind and has a strong emphasis on service. Many terms frequently related to the project include: collaboration, service, outreach, action, support, and partnerships.

Personal and professional growth occurs from reflecting

on our actions. Fr. Garanzini stated that this grant allows us to broaden our perspectives, become better human beings, and change assumptions about people and communities. All of these ideas involve growth of the individual. Growth occurs when we "spill the contents of our minds" and one way to do this is through journal writing.

Neighbor to Neighbor students received a description of how to journal for the grant (attached.) Students reflect on their actions, plan for what they will do, stimulate questions, etc. This learning and evaluation is intended for students only, however, faculty may benefit from keeping a journal as well. The student's journal writing is intended to be read by evaluators of the grant, which is necessary for the grant evaluation process. Sometimes students may not want to submit portions of their journals that may include more personal feelings or experiences. One method of dealing with this could be to keep the journal in a small looseleaf notebook and take out pages as needed.

Methods of journaling vary from keeping your writing on a computer, recording your thoughts on tape, paper & pen, personal/private journals, to dialogue journaling. Formats of journal writing are many and varied. Mary Louise Holley discusses some of the creative types of journaling in her book. The main requirement of journal format is that it is comfortable and available for the individual. Some people are not comfortable keeping journals at all and enjoy discussing experiences with others. Neighbor to Neighbor

provides opportunities in both large group and small group meetings. For those less apt to express in the groups, then journal writing can be beneficial.

Overall, learning and growth is the main objective of journal writing. With the hectic pace of many of our lives, going from one activity to another, reflection time becomes important in order to grow and learn from activities and experiences.

Student Presentations:

Otis Enoch:

I spoke about my reflections of journal writing since joining the project in June, 1996. I have developed the ability to recollect and rethink my reactions during certain situations and how rewarding the experience is if there is no one to share your thoughts with. A favorite entry of mine reflected my perception of the university making attempts to get involved with the urban community that surrounds it. After attending an undergraduate institution in which I served as a student leader, many efforts were made to get the administration of CSU to get into the community and make a difference. SLU is a model for other urban universities in America to imitate.

Richard Smith:

Interviews with past Neighbor to Neighbor student participants from the Department of Communication Disorders provided information regarding their use of journal writing. They indicated that the journals were viewed as part of the work required for the grant. Journal writing provided a way for grant participants to communicate feelings and thoughts about Neighbor to Neighbor activities. They expressed such emotions as frustration, surprise and accomplishment. The journals also provided a feedback mechanism to supervisors to judge the validity of activities. It allowed supervisors an internal way to critique activities for possible changes for future years. Past participants used the journal to chronicle their activities and meetings. The journals provided an opportunity for an introspective time of reflection.

Jami Barbee:

As a group, we developed a questionnaire consisting of three questions and distributed the questionnaires to the student participants of the Neighbor to Neighbor project. We wanted to know what the participants thought of the required journal writing process. The completed questionnaires indicated that most students felt that the journal writing was a burden and too similar to assignments for classes. For

several students, the journal writing did not help the reflection process. A hindrance to the process was that other people would be reading the student journals. A few students indicated that they kept personal journals before beginning Neighbor to Neighbor which meant now keeping two journals. A copy of the questionnaire is attached to this summary.

Facilitating Reflection Through Journal Writing

Neighbor to Neighbor Conference--1996

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Student Log

Your log will be a record of what you have done and what you have learned in the Neighbor to Neighbor Program. Here are some suggestions for what a log can contain.

1. **What you did**: When, where, who was involved, what happened. (This should be written within 24 hours of the experience.) Include what you were thinking and how you felt, but be sur to distinguish between what you observe and what goes on inside you.

Be as detailed as you can and as concrete. Don't come to any conclusions in this part of your lo You may want to leave wide margins on your pages so that you can make notes as you begin working on the following sections of the log.

2. **Reflections on what you did**: what you are learning, emerging themes or patterns in your experience, new ideas you have, how what you are doing confirms or negates what you have learned in your field. (This may be written later.)

3. **Plans for what you will do**: Based on what you have learned from this experience, what changes will you make in what you are doing? What will you keep doing the same way?

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1. What are you hoping to learn by participating in the Neighbor to Neighbor Program?

2. What is the most important thing that happened in your participation in the program in the last month?

3. What are your impressions of how the communitie participating in Neighbor to Neighbor perceive Saint Louis University?

4. What changes are you aware of making as a result of participating in the Neighbor to Neighbor program?

5. What in the program is working to support your desired learning? What is hindering?

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The Neighbor to Neighbor participants from the Department of Communication Disorders will be discussing some aspects of journal writing during the "Reflecting on Action Conference." Your responses to the following questions about your experiences with journal writing would bring a valuable dimension to the information we will be discussing. Please take a few minutes to reflect a little on your reflections. Thank you for your assistance.

Jami Barbee Julie Hoffmann
Otis Enoch Bonnie Tebbe
Richard Smith

Which aspects of journal writing do you enjoy most and/or least? Does this type of writing feel like an opportunity to reflect or an assignment to reflect?

What have you discovered about yourself, your field of study, or others through your journal writing? Have any strengths, themes, goals emerged?

How will your work with clients and other professionals be influenced or effected by the reflection process? Will you continue a structured method of reflection in the future?

Please use the back of this sheet for any additional comments related to your experiences with journal writing.

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BENEFITS OF JOURNAL WRITING

* Allows and promotes deliberate and subjective reflection

* Results in catharsis which provides an opportunity for growth

* Allows an opportunity for detection of patterns in clinical behaviors or attitudes

* Encourages analysis and synthesis of clinical events, observation, and data

* Promotes self-analysis and self-evaluation

* Promotes brainstorming

* Provides a written record of the process of growth

* Has the potential to stimulate questions for clinical research

* Written dialogue allows both parties to give their most reflective responses. Spoken dialogue may elicit more closed/polarized comments, both positive and negative

* Encourages growing through risking statements of opinion and rethinking opinions without penalty

* Enhances and increases communication opportunities

Community Needs and Assets:

A Parent's Perspective

Participants Include:

Ernestine Anderson
Valerie Jones
Pauline McFadden
Pat Jones

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Community Needs and Assets: A parent's perspective

Four women participated in this panel in an effort to provide insight into their perspective of the community surrounding Wyman Elementary School. All four of these women have been very active at Wyman, not only providing support for their children and grandchildren, but also in the PTO and the Wyman Parent Resource Room. It is rare to visit Wyman without encountering one of these dedicated parents. The following is a brief description of each woman's involvement at Wyman.

Ernestine Anderson is the mother of two children attending Wyman and another who is a Wyman graduate. She was recently elected PTO president and is currently one of the Resource Room Coordinators. She also serves on the Wyman Advisory Board.

Valerie Jones is the grandmother of three children attending Wyman. She was recently elected PTO vice-president and is currently one of the Resource Room Coordinators.

Pauline McFadden has one child currently attending Wyman. Last year she was the PTO vice-president and is currently a Resource Room Coordinator.

Pat Jones is the grandmother of one child attending Wyman. She was recently elected PTO secretary and is currently a Resource Room Volunteer.

Wyman is one of the Saint Louis Public Schools and is located just southeast of the corner of Grand and Park in the Tiffany Neighborhood of Saint Louis. Although the student population is predominantly African American, there is a large number of Vietnamese and Bosnian children at Wyman.

There were a number of themes that became evident as a result of this panel. The most striking community asset was the love and dedication that all of these women had for their children and grandchildren. It was clear that this asset was being utilized by Wyman to provide support for teachers, students, and administrators. They felt that the key to their involvement was that Wyman had developed an inviting and friendly environment for parents.

Dominant, Negotiated and Oppositional Codes in Black Verbal Dueling

By:

Bernice Collings, Ph.D.

and

Alexis Downs

Dominant, Negotiated, and Oppositional Codes in Black Verbal Dueling

Bernice Collins, Ph. D.
Alexis Downs

Through her work with East St. Louis youth, the first author of this presentation became concerned with the continuum of violence in schools and neighborhoods. Noting the unique creativity of black verbal dueling (the dozens), she also noted that playing the dozens can escalate into violence.

The second author of this presentation is a Ph. D. student at St. Louis University and, aware of the Neighbor to Neighbor Conference, collaborated with the first author.

Together, the authors view the dozens as cultural texts read in terms of an historical moment marked by gender, class, and race. This presentation is marked by several themes:

(1) Culture is the social circulation of meanings, pleasures, and values securing social order, but culture can destabilize and bring about change.

(2) Poststructuralism is interested in the deep structure of texts and what it reveals about power relationships. That is, texts are sites of struggle with multiple meanings.

(3) Language structures reality. When people talk among themselves, their talk reflects a dominant discourse. The dominant discourse tends to be tacit. There are also marginalized discourses; those not spoken with "author"-ity.

(4) Poststructuralism turn attention to the margins and reverses the usual adherence to dominant cultural values.

(5) Poststructuralism looks at the three codes in a cultural text: the dominant, which has cultural legitimacy and is taken for granted; the negotiated, which accepts the dominant code but makes its own rules; and the oppositional code, which subverts the dominant and negotiated codes (Stuart Hall, 1980).

Together, the two authors tried to interpret the three codes of the dozens. Interestingly, multiple interpretations were found.

Community Voices, Urban Issues, and Partnerships

Participants:

Lizabeth Coleman
Joy Jensen
Jean King

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Neighbor to Neighbor Conference: Urban Policy and Community Voices

Joy Jensen is a Ph.D. student in the Department of Public Policy Analysis and Administration at St. Louis University. As the Director of Community Development at St. Alphonsus "Rock" Church from 1988-1994, she initiated several partnership opportunities in 1990 between St. Louis University and the Blumeyer Village Public Housing development. She worked with the residents to help them achieve their objectives for better living conditions and a safer environment. She assisted the tenant association in applying for a HUD resident management training grant in 1992.

A certified community organizer and management training consultant, Jean King of Jean King & Associates, President of the City-Wide Rent Strike in St. Louis in 1969 became the resident management training consultant for the Blumeyer tenant association and helped them achieve resident management corporation status in October, 1995. Joy Jensen and Jean King serve on the Blumeyer Village Community Advisory Board.

Lizabeth Coleman of Jean King & Associates is a certified property manager and marketing specialist with extensive experience in market/housing analysis for housing development in urban areas.

SUMMARY

Joy Jensen addressed the policy environment. When the university community meets a neighborhood community for the first time in a collaborative effort, both should approach the effort with an open mind, with the understanding that both the university and the community have something to learn from each other and that neither is superior to the other. At the same time that the collaboration is being worked out, both the university and the community will also be working in a policy environment that affects their collaboration, be it an urban school or a public housing complex.

There is a changing policy environment of public housing. The Neighbor to Neighbor grant is sited in Blumeyer public housing, and thus its program objectives and activities are affected by changing public housing reform proposals. The current public housing policy of Blumeyer and its resident management for the beginning of the grant in January, 1996, is the Housing Act of 1937 and the Brooke Amendment whereby residents pay only 30 percent of their income for rent. There are two public housing reform bills from the House and Senate which were stalemated in Conference Committee. The issue must be taken up in the 105th Congress. The current House Committee on Banking, Housing and Urban Affairs wants to repeal the 1937 Housing Act and the Brooke Amendment and send public housing operating subsidies to newly named Local Housing Management Authorities in the form of block grants. The future of resident management is

uncertain. The Senate bill is more moderate, retaining the Housing Act and calling for mixed income developments. Both bills de-emphasize HUD's role considerably.

There is the need to look at the policy environment of the grant. In mapping the community of Blumeyer, how is federal public housing policy included? It certainly impacts the St. Louis Housing Authority, the Blumeyer resident management corporation and the residents. In taking the participants through the current policy for 1996, the reform proposals and a projected scenario for 1998, based upon current Congressional membership, practitioners must consider how the changing policy environment could possibly result in a different resident population in 1998. It is also a question of how these possible changes could affect the course of the grant programs. The changes should also show up in the evaluation process, and these changes should be shown in student logs.

The policy segment ended with some coping skills in dealing with a changing policy environment. They were titled the "Eightfold Path of the Practitioner." 1) Be informed about the policy and politics impacting your area. Find someone with knowledge to talk with and learn from; 2) Assess how the policy changes affect your area and prepare for adjustments; 3) Define your role for what you can contribute in working with the community; 4) Develop flexibility in dealing with disarray and ambiguity; 5) Develop a sense of humor; 6) Keep things in perspective; 7) Find someone in the neighborhood or at the University to talk issues over with and to vent frustrations; 8) Develop a strong inner core of faith and pray daily.

Jean King was unable to make the Conference because of schedule conflicts with the Housing Authority over the renewal of the resident management contract.

Lizabeth Coleman combined some of Jean King's presentation with her own. Liz focused on the skills needed in established good collaborative partnerships in order to listen to community voices. She addressed two areas: 1) Reasons Community Projects Succeed and 2) Reasons why Community Projects Fail.

There are four reasons why Community Projects Succeed: 1) Organization structure is suited to the community; 2) the Community participates in all phases of the planning; 3) there is a commitment from the participants to schedules, budgets, and goals; 4) there is effective status and progress reporting. There are four reasons why Community Projects Fail: 1) There is inadequate planning due to the lack of community participation; 2) there is a lack of community input in problem solving; 3) there are poor communication and human relations skills; 4) there are unrealistic community goals and schedules.

Good afternoon and welcome. Before we begin, I want to introduce you to the three women you see at the table here. Vitae...

This afternoon we will talk about some policy and collaboration issues, some pertaining to Blumeyer public housing and some to community and university collaborations in general.

When the university community meets a neighborhood community for the first time in a collaborative effort, both should approach the effort with an open mind, with the understanding that both the university and the community have something to learn from each other and neither is superior to the other. At the same time that the collaboration is being worked out, both the university and the community will also be working in a policy environment that affects their collaboration, be it an urban school or a public housing complex.

I will touch on public housing policy issues in their Blumeyer context and try to show their impact upon the Neighbor to Neighbor collaboration. I will also share a series of tested coping strategies useful for all of us working in a community greatly affected by a changing policy, be it housing policy or welfare.

Jean King will discuss first the appropriate approaches to the community, and then Liz Coleman will focus on the skills needed in establishing good collaborative partnerships in order to listen to community voices.

Now let us take a look at Blumeyer and the Neighbor to Neighbor grant. In mapping the community of Blumeyer, how is federal public housing policy included? It certainly impacts the St. Louis Housing Authority, the Blumeyer resident management corporation and the residents.

I am going to take you through the current policy for 1996, the reform proposals, and a projected scenario for 1998. For those of you associated with Blumeyer, consider how the changing policy environment that begins at Point 1996 and moves to Point 1998 could possibly result in a different resident population. How could these possible changes affect the course of the grant programs? These changes should also show up in the evaluation process. How would you show it in your logs?

Now to Public Housing Policy (transparencies)

Coping Strategies: Eightfold Path for the Practitioner

Now Jean King will take you through the next part of this session.

Public Housing Policy -- January, 1996

Housing Act of 1937, as amended

- tenant management
- Brooke Amendment, whereby tenants pay only 25 percent of income for rent and raised to 30 percent in 1982

St. Louis Housing Authority

- Operating subsidies from HUD
- Prepares operating budget for HUD approval
- Accountable to Board of Commissioners appointed by the mayor under state law

Role of HUD

- Regulations to implement policy changes
- Monitors Authority compliance with regs

Public Housing Income Eligibility

- Income targeting to 50 percent of area median income
- Minimal or no rents
- HUD minimum rents in 1996 at $25 per month

Resident Management Corporations

- Tenant association incorporated as a nonprofit
- Resident Management Corporation enters into a contract with Housing Authority to perform management responsibilities

Public Housing Reform Bills -- September, 1996

Senate -- Public Housing Empowerment Act of 1996

- Retains Housing Act of 1937
- HUD role lessened only to monitor in local decision making
- Local Community Advisory Board prepares annual plan and budget for HUD to receive operating funds
- Retains Brooke Amendment
- Mixed income developments
- Resident management corporations get subsidy directly from HUD

House -- Housing Development Act of 1996

- Repeals Housing Act of 1937
- Repeals Brooke Amendment for local decision making in rents
- No HUD regulations
- PHA changed to Local Housing Management Authorities
- Housing Foundation Accreditation Board ensures LHMA operations
- HUD funding sent to LHMA as block grants
- Resident management for two years, followed by assessment for continuance, receive funds from LMHA block grant

Public Housing Policy -- 1998

Local Housing Management Authority

- Housing Act of 1937 and Brooke Amendment repealed
- Annual submission of operating plan and budget to Housing Foundation Accreditation Board
- After accreditation, operating funds sent to St. Louis Local Housing Management Authority as block grant
- LHMA with considerable decision making power in managing each development
- Developments of mixed-income, working families, no income targeting
- Rents according to local market rates
- No resident management corporations two years after enactment
- Demolition of unmarketable developments in favor of mixed-income townhouses or scattered sites

The Eightfold Path of the Practitioner

SERVICE

1. Be informed about the policy and politics impacting your area. Find someone with knowledge to talk with and learn from.

2. Assess how the policy changes affect your area and prepare for adjustments.

3. Define your role for what you can contribute in working with the community.

4. Develop flexibility in dealing with disarray and ambiguity.

PERSONAL

1. Develop a sense of humor.

2. Keep things in perspective.

3. Find someone in the neighborhood or at the University to talk issues over with and to vent frustrations.

4. Develop a strong inner core of faith and pray daily.

Reasons Community Projects Fail

1. Indequate planning due to the lack of community participation

2. Lack of community input in problem solving

3. Poor communication and human relations skills

4. Unrealistic community goals and schedules

Reasons Community Projects Succeed

1. Organization structure suited to the community

2. Community participation in all phases of planning

3. Commitment from participants to schedules, budgets, and goals

4. Effective status and progress reporting

SECTION II

REFLECTING ON HOW PARTNERSHIPS IMPACT URBAN LIFE:

ECONOMICS, SAFETY, HEALTH, AND HOUSING FOR FAMILIES AND COMMUNITIES

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The Establishment of the Family Development Center

Presenters Include:

Matthew Carter
John DiTiberio
Paula Foster
Cathryne Schmitz
Mary Schmelter

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SUMMARY OF

THE ESTABLISHMENT OF THE FAMILY DEVELOPMENT CENTER

A PRESENTATION FOR

"REFLECTING ON ACTION --

IMPACTING URBAN LIFE THROUGH COMMUNITY-UNIVERSITY PARTNERSHIPS"

Presenters: Matthew Carter, John DiTiberio, Paula Foster, Cathryne Schmitz and Mary Schmelter

The establishment of the Family Development Center served a twofold purpose: (1) to build a bridge between the University and the Blumeyer Village Public Housing complex, our "neighbors" to the North; and (2) to establish a practicum site, on campus, for Masters and Doctoral level students in Counseling and Marriage and Family Therapy. In presenting the history of collaboration credit must be given to individuals such as Father Reinert, SLU Chancellor Emeritus, Kathryn Nelson, then from the Danforth Foundation, Sandra Norman, Director of SLU Student Volunteer Programs, members of the Blumeyer community and other community leaders for initiating movement toward this collaboration in the late 1980s-early 1990s.

The Center was established in 1993, through a 3-year grant entitled "Focus on Families", totalling $225,000, from the Danforth Foundation. The members of today's panel have all served on the Advisory Board to the grant along with other community and University representatives, as the "second generation" involved in forming this collaboration.

We found that the greatest obstacle in getting this collaboration off the ground was establishing trust between members of the Blumeyer public housing community and the University. There was a high level of distrust which had grown over the years, especially among community residents. Often in the past, in situations of higher learning had come in to "take" from the community (research studies, data collection, etc.) but had returned nothing to the community. We had to prove ourselves as committed to Blumeyer and sincere in our efforts to partner with them in making their community a better place to live. This was accomplished principally by being present with members of the community: attending residents' meetings, going door-to-door to meet residents, taking part in meetings and activities planned by the Tenant Board, etc.

The first step in implementation of the grant was the hiring of a Program Coordinator who met two important criteria: (A) she was nearing completion of an MSW in Community Social Work and had considerable experience in working with low-income populations, and (B) she was intimately familiar with the University and the means for getting budgets clarified, requisitions processed and the like. Under her guidance, the Family Development Center scheduled clients over the first year of the grant out of borrowed faculty offices in McGannon H all. In April 1994, the FDC moved to its current location in an old home at 3740 Lindell, two doors away from Counseling faculty offices in McGannon.

To Date, nearly 300 Clients have been seen at the FDC. Initially a large proportion came from Blumeyer, but through word of mouth, referrals now also come from both public

and Archdiocesan schools, Family Haven, Life Crisis, and other area agencies.

We soon learned that many community residents need services beyond (or instead of) family counseling. As a result, the following activities have been initiated through the FDC: group sessions for children and teens on esteem building and conflict resolution; workshops to provide education and physical exercise hints for asthmatic children; a Back-to-School project to provide back-packs, new school supplies, clothing and shoes to area school children; and consultation with members of the Blumeyer Tenant Association as they worked toward resident management of their housing complex. These and other projects brought faculty, staff and students from a number of Departments beyond counseling: Social Work, Physical Therapy, Student Volunteer Programs, to name just a few.

Most importantly, we discovered that how services are provided is often as important as what is provided. Door-to-door transportation has been provided at no charge to Blumeyer residents who come to campus for counseling or other activities which themselves are free of charge to Blumeyer residents (a very liberal sliding scale is established for those coming for counseling from other neighborhoods). FDC staff maintain regular phone or face-to-face contact with community residents to remind them of appointments, to encourage them to get the assistance they need, and to trouble-shoot problems when they occur. When group sessions are held, snacks or lunches are provided to attract participants.

Our first year was on of trial and error in bringing services to residents of Blumeyer. One example was hiring a Licensed Clinical Social Worker to do outreach in the community. At the end of the first year we realized that persons with community work experience would be more helpful. Since that time we have contracted with MSW practicum students with an interest in working in low-income communities to assist in outreach activities. And we turned to members of the community to establish a hierarchy of needs and to develop strategies to meet those needs. A needs assessment was developed by members of the Blumeyer Tenant Board, faculty in the School of Social Service, and the Coordinator of the Family Development Center. This assessment contained both quantitative and qualitative items, asking residents for their thoughts on both assets of their community and services needed to improve life in Blumeyer. Input for every step of the development of and process for completing this assessment was sought from the community as well as the "Focus on Families" advisory board. When completed, Tenant Board members joined with students from the School of Social Service to form teams to implement the assessment process. Training sessions were held to learn the interviewing procedures that would be followed, advance appointments were made with families in Blumeyer, and personal interviews were conducted. Both Tenant Board members and social work students were compensated equally for their work on this project through a Technical Assistance Grant from HUD. Of approximately 500 families residing in Blumeyer, a random sample of 100 was chosen for this needs assessment. Of those, 91 interviews were completed. Based on the needs identified by the community itself, the FDC almost immediately implemented programming for residents (i.e., children's groups, providing transportation for University clinical services, etc),

It's extremely important to note the role of Blumeyer Tenant Board in the success of this collaboration. FDC personnel, as well as University faculty and students, utilized the

energies and knowledge of these board members to forge inroads to working with the residents of Blumeyer. Similarly, the Tenant Association Advisory Board proved helpful in further collaborations, both with the University through the "Neighbor to Neighbor" grant and with the YMCA for the establishment of a school-age child care (SACC) program.

Upon completion of the 3-year Danforth grant, Saint Louis University stood by its' commitment to the Family Development Center and to this Blumeyer/University collaboration, by mandating salary funding and a small operating budget for continuation of the FDC. Through the Neighbor-to-Neighbor grant, funding for transportation is now available for members of three nearby communities served by this grant, enabling them to receive services through the FDC. While we have established a sliding fee scale for clients, our philosophy is that clients do us as much of a service as our counselor interns do for them. Therefore, no one will be turned away from services for lack of money. One of the primary goals of the FDC is to continue to find other sources of funding to help continue the low cost services for low-income clients and to continue an expand the group work that was begun as a result of the needs assessment in the Blumeyer community.

Reflecting On Collaboration: An Attitude Toward Service

Participants Include:

Rebecca Gemma
Veronica Bently
Kim Birdwell

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REFLECTING ON COLLABORATION: AN ATTITUDE TOWARD SERVICE

Participants include Rebecca Gemma, Veronica Bently and Kim Birdwell

In Antoine de Saint-Exupery's classic, The Little Prince, we are given insight into what it means to be of service. It comes from the section where the fox has just told the little prince that something special happens when one becomes responsible to and for another. Sharing what he calls the "present of a secret," the fox tells the prince, "It is only with the heart that one can see rightly; what is essential is the invisible to the eye." In the way in which we express responsibility to and for another, we reveal the essential values which shape us. In the very act of caring and service, the other is recognized as being important - not just because he/she is part of the larger group of human beings, but because alone - individually - he or she possesses worth and dignity. We then articulate this basic understanding within our roles as social workers and collaborators in this project we call Neighbor to Neighbor, by broadening our services beyond the individual level to the community. The purpose of this presentations to reflect on why and how we do what we do... to share with you what has been done through the Neighbor to Neighbor project at Blumeyer Village... identify the strengths and weaknesses underlying the attempts... and to map out our future course during the second year of the project.

An attitude can be defined as being a mental predisposition or inclination to act of react in a certain way. Attitudes are not born out of thin air, nor are they formulated in a vacuum. Attitudes are not an absolute entity, yet we cannot dismiss their influence on our actions. What then is our attitude toward service? Before defining it directly, I would like to suggest that it is first shaped by our understanding and perception of human needs.

In Charlotte Towle's book, Common Human Needs, she identifies four specific common human needs: 1) Physical health; 2) development of intellectual capacities; 3) supportive personal relationships; 4) spiritual development. What happens when these needs are not met? Poor physical health is a result of multiple factors. One factor is malnutrition which increases the risk of medical complications. Malnutrition also comes in the form of attention or lack of attention. The lack of attention produces psychological insecurities. Intellectual capacities stagnate when there are sparse educational resources. This, in turn, creates a population with limited skills and abilities to achieve their potential.

Supportive personal relationships account for an important need. Without them individuals are isolated. Individuals without a relational connection are more likely to define success in a limited way. Relationships and connections are not necessarily part of their definition of success. Success is more likely to be at the expense of others when attention to personal relationships are absent.

Spiritual development is another important need. When this is ignored, awareness is stifled. Individuals that have not cultivated spiritual development live in the present without considering what the present is teaching them. These individuals do not think about a better tomorrow. Hope is not part of their lexicon.

Being human means being a creature with needs. Regardless of our status, our race, our gender, we need the help of others to maximize good physical health, development of intellectual capacities, discovery of give and take within personal relationships, and cultivating the experience of having a spiritual companion.

Although not exhaustive, I believe Towle has given us a starting point on how we define human needs. The next step begins with attitude. What is our attitude toward meeting those needs - both for ourselves and for others? Can any of us say with full conviction that we have made it on our own?

Reflection is another starting point. Take a few minutes to reflect upon those who have been influential in shaping you, caring for you, companioning you? Have there been times we have not accepted assistance or believed that assistant was not needed? Did we view assistance with suspicion? Do we tend to think there are suspicious motives behind an offering? Have there been occasions when we did not ask for help because we could not name the need or because we feared being rejected upon our request? Have we known being out of control and known that we need to ask for help? Has help been impossible to ask for because we are unable to trust the person there to help us? These questions are not intended to be trivial. As we reflect on our attitude toward service, I suggest we develop an awareness of how we receive. The way we receive tells a lot about the way we give.

The idea of giving and receiving takes us to another question: What does it mean to offer service to others? Do we believe that we are responsible for one another? To what degree? Why is service viewed as a "hand out" that creates people dependent on the system? The concern that service to others encourages idleness or laziness weighs into considerations of giving and receiving. Service to others could be viewed as a way to meet basic needs: food, shelter, clothing, education and health. If these things are provided, does it allow people to become more independent. In the provision of services, how far should we go? To meet base level needs it is not enough to give the food, provide housing, insure access to education and set up health clinics. It is not enough to develop programs which alleviate adverse conditions of an individual or a community's situations. We must render the services in a way which contributes to the dignity of the person. To be responsible for another human being is to create an atmosphere of belonging. This means that it is not only what we give, but also how we give.

Too often the person in need is perceived as being something less than the person giving. The person in need is someone without basic necessities in life. The person who gives is someone who has something to give. Why are persons left to feel ashamed because they need something? Do we have to look at people in need with a sense of disgrace? Do we immediately address the situation? Do we address it and believe that we are doing something right? Does this have to imply that the person in need has done something wrong? If needs are associated with disgrace, our service is not one of compassion but one of judgement.

To give is an honor. To honor another is not to shame them, but to afford them the dignity which is theirs regardless of their plight. To give is to recognize that for whatever reason, we are in a position to share, to relieve, to honor. We are in a position to create an environment of belonging. By being born in this world we are already a member. To be of service is to give. Service is given in reference to a need. The reference of a need also implies that there is a recipient who represents this need. Service is not a one way endeavor. It is a mutual experience of human response to one another. We will recognize that those in need are responsible for us as well. We open ourselves up to the opportunity to be nurtured by the graciousness of the receiver. We are reminded of our interdependence by the experience of acceptance. Mutual relationships shape us through the process of rendering service.

Blumeyer provides a space. Here we have the opportunity to be nurtured by the graciousness of the receiver. We achieve mutual relationships through the process of rendering service. Service of this kind is an experience of collaboration. Here we have received because of the commitment of residents have toward one another. This deserves a special comment because it takes personal commitment and strength to achieve collaboration. Here, survivors are committed to change. As we look at what has taken place, Veronica will present Blumeyer in a framework of general systems theory. Namely, she will attempt to show how the Neighbor to Neighbor project can be identified through the interacting relationships within and among members of the university, the residents and the city. Boundaries, roles, relationships and information will be highlighted.

The Community Outreach Center represents one of these spaces. It provides tutoring for students from kindergarten to seventh grade, Monday through Thursday from 3:00 to 5:00 pm.

The Education Department assists with career counseling.

The Psychology Department assists with behavioral programs with the communication disorder students.

Communication Disorders runs a parent group workshop on literacy, homemade educational toys and behavior management. This program is scheduled to run in October of 1996. The December schedule includes parent/child interaction groups and door to door visitations of families.

The Small Business Development Center acts as a business consultant to the Tenant Management by assisting in employment and insurance policies. In addition to setting up the office, the Small Business Development Center also provides Junior Achievement programs for students from ninth through twelfth grades. The center also offers a course to adults on how to start up and manage a business.

Public Health insures that interns are provided to organize immunization programs. Interns work to establish a data base on site with the SLIC software. The computer was purchased through the grand and ready to be installed. The intern will work on the educational component with the goal of helping residents establish a medical home with their primary care physician.

The Family Development Center provides counseling and consultation services for the residents on a need basis.

The Law School assists in establishing Safe Houses within the complex under the guidance of the St. Louis Neighborhood Stabilization Commission. Interns will continue to act as consultants for the Tenant Management especially reviewing the contract for management of the complex.. They will continue to work on the policies for the One Strike and Your Out Policy and revise the employee handbook.

The School of Social Services participants by providing an intern to update residents on welfare reform. Focus groups with parenting and family resource counseling will take place. Educational programs for teens will address both sexuality and parenting. The liaison between the tenant management and St. Louis University serves as an on site coordinator.

Recycling.

Collaboration means continuing relationships with organizations such as Girls Inc., the City Department of Health, ProVote and other Allies. The Tenant Board, Family Development, Social Services and Public health established a relationship and conducted a needs assessment. The needs assessment considered the needs of Blumeyer residents. It provided the ground work for the Neighbor to Neighbor grant. Through this interdisciplinary grant various university departments and schools came together to join with residents at Blumeyer, Wyman Elementary School and Stevens Community Education Center.

On one hand, the university/community collaboration offers needed services. The success depends on the collaborative's ability to face difficulties. One obstacle has to do with the way residents perceive social workers. In order for social workers to provided a needed service, residents need to accept their presence. To create a receptive environment residents were involved with the planning, development and activities at the Care Fair. They assisted with the annual backpack rally, voter registration and immunization. Some received information and others still wanted to be left alone. While voter registration remains low, those who show up for registration and information support it.

Various agencies throughout the area were instrumental in getting services to Blumeyer. These agencies include Girls, Inc., Pro Vote, the Board of Election Commissioners, Candidates, the City Health Department, Voices for Children at Risk, St. Louis University (Education, Psychology, public Policy, Communication Disorders, Small Business Development Center, Public Health, Family Development Center, Law School and Social Services.)

The services offer residents tangible benefits that strengthen the community. These include the provision of community resources. Parents are informed about immunization shots for their children. The Care Fair served to unite Blumeyer Families and heighten the level of parental involvement.

The manner in which services are delivered and received demonstrate a number of areas that need work. The relationship between immunizations and HMOs serve as an obstacle to public health. University policies and protocol are not readily understood. Timeliness, quantity of personal, resident commitment and support and traditions get continue to serve as barriers to service delivery.

The Collaborative should continue to foster and strengthen relationships. Trust between the university and the community is being developed. A door-to-door effort served to establish rapport, develop personal/professional relationships, and inform residents of services available. The collaborative needs to work on assumptions and prejudgments.

Building Community Based Family Support Through Collaborative Group Process

Presenters Include:

Virginia H. Beard
Greg Echele
Holly Ingraham
Katherine Kennedy
Heather Lawrence
Cathryne L. Schmitz
Loren Ribley

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Building Community Based Family Support Programs through Collaborative Group Process

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Building Community Based Family Support Programs through Collaborative Group Process

Community based, interdisciplinary, collaborative, family support centers are nationally recognized as vital in serving high risk communities. Yet, communities have difficulty coming together for planning and implementation and it is becoming increasingly problematic to identify the funding base necessary. Collaborative planning and implementation can facilitate a process of community investment with the recommitment of resources necessary for the development of an ongoing network of integrated

Advocates, business leaders, private nonprofit organizations, governmental agencies, public school staff, university representatives, and community members including parents and youth have been working together in the City of St. Louis to develop collaborative family support programs in neighborhood sites. The goal is to produce family support centers based on the needs expressed by the neighborhood. Services are developed through community commitment so they remain affordable and accessible on an ongoing basis.

Program Planning and Development

Program development and grant writing involved members of the community in an effort to design programs that meet locally identified needs. The development process (see Table 1) involved an active inclusion of team members in reviewing local needs as well as local and national models for response. The Family Support Centers involve a plan for coordinated service delivery with linkage to community resources. The goals of the Support Centers include a) family focused/family friendly services, b) strength based programming, c) culturally appropriate services, d) interagency collaboration, and e) community driven

development. Model programs were reviewed (see Goetz & Peck, 1994) providing a basis understanding implementation components.

Early Implementation

The first two neighborhoods targeted for Family Support Centers were chosen because of the multiple risk factors (see Citizen's, 1994, 1995; Project Respond, 1993, 1995) experienced by families with children. Both neighborhoods have high poverty and unemployment rates as well as high rates of crime. They also face high school drop-out rates and high levels of unemployment among youth. The population in these neighborhoods is dropping and few housing units are owner occupied. One of the neighborhoods was chosen because of extreme racial isolation (93% African-American; 6.7% Euro-American) and the other because the ethnic composition is more diverse (43.2% African-American, 54.5% Euro-American, 1.5% Asian, and 1.2% other). Ninety-eight percent of the students in both areas qualify for the free lunch program.

The two Family Support Centers began implementation in January 1995 located in St. Louis Public School Community Education Centers (CECs). The CECs, designed to help integrate the public schools into their surrounding communities, provide an ideal setting for collaborative programming. These centers are funded through a shifting commitment of resources by local agencies. Local funding commitments were used as leverage to pursue a State delinquency prevention grant to fund additional staff. The goals, objectives, and development process for the first two Family Support Centers are outlined in Table 2. The components at the centers are based on assessment of neighborhood residents and school personnel.

A two-pronged strategy is employed to improve family functioning, school achievement, community development, and school family connections. At each site, a Family Counselor and Neighborhood Outreach Worker has been hired to

(a) link families with the school, the Community Education Center, developing services, and existing social services; (b) provide counseling and services to improve parenting/family interaction skills and family management; (c) coordinate provision of family support services; and (d) assess family needs. A broad range of supplemental services are provided at each site to support classroom success for children and youth and/or enrich the overall experience.

The sites with current programming identified the following areas as primary program needs: a) health/mental health, b) learning support, c) economic well-being/job skills, d) self-improvement, e) week-end programming, and f) basic service (housing, child care, etc.) linkage. The initial components of the centers include parent outreach, home based family counseling, parent training, training of school personnel, youth tutoring, and skill development for children, youth, and adults. During year one, resources and commitments were pursued for the inclusion of adult education/employment programming and primary health care with implementation beginning year two.

Evaluation

Evaluation of the Centers is provided by an interdisciplinary team from the School of Social Service and the School of Education at Saint Louis University. The evaluation design involves action research with process and outcome components. Data will be both quantitative and qualitative. The process evaluation will measure the collaborative process, program development, and service integration. Outcome data is available from intake files, referral forms, and academic records as well as interviews of youth, families, and staff at the schools and family support centers. Service delivery, impact of services, and attitudes of youth, families, and school staff are being measured through participant observation, open ended interview, and focus groups. The findings

are used to continually shape the centers and develop a model for future centers. Early evaluation has identified both strengths and difficulties (see Table 3).

Summary

Collaborative development and planning increased community and agency investment. This investment facilitated a smooth implementation of services. The collaborative team fosters creativity in programming while also assuring a space for confronting and discussing issues which arise. The primary difficulty encountered is the result of reliance on funding flowing through multiple bureaucratic systems. Ultimately, even these difficulties are being surmounted.

The Family Counselor and Neighborhood Outreach Worker are well integrated into the schools, CECs, and neighborhoods. The flexibility of funding allows creativity in meeting the ever shifting needs of the children, youth, and families. Teachers and administrators have a resource for children and youth exhibiting behavioral, emotional, and academic problems. There are additional resources for after school and summer enrichment and support programs. Innovative training and development programs have been developed including (a) a teen mom program providing support and knowledge within a safe, nurturing setting, (b) a summer school enrichment program for kindergarten age children with academic difficulty; and (c) a youth social skill program centered around group planning and painting of a school mural.

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Table 1. Development Process

Collaborative Team

- Family Support Subgroup of Vision for Children at Risk (VCR) identified local resources, seed grant, and two sites with high risk.
- Community Education Center (CEC) Administration sponsored evaluation of neighborhood risks and resources and supported development of interdisciplinary services in schools.
- VCR subgroup and school/CEC staff came together to develop model programs in North and South St. Louis.

Process

- Weekly meetings of Principals, CEC Coordinators, City Government Staff, Local Advocates, Local Providers, University Representative.
- Periodic meetings with members of local community and CEC Councils.
- Collaborative grant writing--University staff writing based on input from collaborative team and CEC Councils with weekly input and critique.

Identification of Risks and Resources

- VCR identified two sites based on high risk components.
- City staff, St. Louis School/CEC staff, community advocates, and Project Respond staff identified service need based on specific community/family risks and local resources.

Table 2. Goals and Objectives of Early Models

Goals:

Increase effective management within families

Decrease family conflict

Increase academic success

Increase high school completion rate

Increase family commitment to school

Program Objectives:

Develop & Implement family Support Program

- Parent Outreach
- Family Counseling
- Child Development/Management Training
- Conflict Resolution Training
- Youth and Family Skill Building
- Link families with other CEC and community services

Develop expanded tutoring program

Develop expanded support network at CEC

Process

- Coordinated, collaborative hiring and program development with Principals, CEC coordinator, Family Resource Center, Saint Louis University
- Ongoing Collaboration of development team with City of St. Louis, St. Louis Public Schools CEC Administrative staff, and community advocates, service providers.
- Coordination of each site by CEC Neighborhood Council

Table 3. Strengths and Difficulties

Strengths:

- Increased Creativity
- Expansion of Collaborative Relationships
- Resource Availability for Highest Risk Children and Families
- Expanded Understanding of Family and Community Need among Service Providers and Public Systems

Struggles:

- Turf
- Power Relations
- Negotiating in Subgroups
- Time Commitment
- Scheduling
- Communication patterns
- Access to Funds through Multiple Players

Abstract of the

The Role of the Small Business Development Center

Presenters Include:

Virginia Campbell
Sandra Marks
Craig Moergen

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I. Success of Year One

* The SBDC assisted the Blumeyer Tenant Association in the start-up of the tenant-run Laundromat.

* In collaboration with the Law School, School of Social Work, the SBDC helped develop a plan for employee recruiting and training.

* The SBDC student intern conducted a workshop with the laundry employees to train on work ethics, responsibility, and team work.

II. Challenges of Year One

* The environment in a housing development differs from that of typical business start-ups. The SBDC had to be flexible in assisting in business plan development.

A. Employees of the Laundromat had to be paid a maximum of $200/month to maintain benefits. This made it difficult to tie wages to time worked and level of performance.

B. Business training courses were delayed due to lack of space (the community center was under renovations and delayed) and lack of participation by residents. Residents lack a clear understanding of what opportunities are out there and often fear taking an aggressive approach to change.

1. Welfare is sometimes a lot easier.
2. Many feared eviction from subsidized housing as income grew.

III. Opportunities and Plans for Year Two

* Training on "How to Start a Business" course to be taught in the newly renovated community center.

* Junior Achievement Program started to encourage youth to consider business ownership and independence at a young age.

* Continued support and development of the Laundromat under the management of the tenant association.

* Work with association to build a strategic plan for business development, i.e.
A. Identify viable business opportunities for Blumeyer residents.
B. Identify sources of funds for business start-ups.
C. Structure the tenant organization to be able to manage the fund available and business ventures.

Breakthrough:

Education for Economic Action

Presenters Include:

Virginia Drake
Angela Roffle

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SUMMARY OF BREAKTHROUGH PRESENTATION

Presenters: Angela Roffle and Betsy Slosar, BreakThrough Facilitators

BreakThrough is a training process for community groups, primarily from the low income community, that helps people gain a better understanding of how our economic system works and why it works better for some than for others. Training focus on how individuals and groups can create positive economic change in their communities. The program also brings together community groups in discussion forums in order to share information and strategies and learn about resources available to help them effectively engage in community economic development.

The presentation begins with BreakThrough's introductory exercise: Participants introduced themselves by saying their name, the organization they represent, and the first word that comes to mind when they hear the term economics. When introductions were completed, the group developed their own definition of economics, using their own words, which had been harvested on newsprint during introductions.

After the exercise, a facilitator presented an overview of the BreakThrough training process, summarized as follows:

BreakThrough teaches "popular economics," that is, economics that puts people before profits, also understood as economics with a justice perspective. The training methodology used is the popular education method of Paulo Friere, which is grounded in dialogue among the participants and training facilitators and draws from the participants' own life experiences.

Participants come to an understanding that economics is not a mysterious life force, that they do already have knowledge about our economic system and how it impacts our communities, and that knowledge can be expressed in plain language. The purpose of the training is for them to become empowered to use that knowledge to create positive economic changes by tweaking the system or creating alternative ways of conducting economic life, for example forming consumer or producer cooperatives.

The introductory exercise begins a process of consciousness raising and trust building among participants. This is furthered by an exercise and discussion that helps them identify and agree on shared values among the group.

The training progresses through a series of exercises, role plays and discussions that include the following:

-an examination of our individual and family economic histories that focuses on personal choices, social and economic events that influenced those choices or the ability to make choices, and the role that race, class and gender play in our economic lives.

-an analysis of the basics of capitalism, how wealth and poverty are created, how our values interact with those of capitalism, and how the globalization of capital is affecting our lives.

-an analysis of the economic life of the group's own community. This is begun through sharing our economic successes, both individually and as a community. We then look at tools a

community can use to assess its economic strengths and identify how resources flow into and out of the community.

-Finally, we discuss strategies to develop the resources with the community, bring new resources into it, or recycle those that are there rather than allowing them to be drained off through commerce that takes place outside the community. We gather and analyze examples of community-based economic development strategies that have worked for people, both locally and in other places. Some conclusions are drawn about what might work for the community represented by the participating group.

After the overview was presented and questions were entertained, the audience participated in the "chair exercise", which facilitates awareness and analysis of the disparities in wealth between different levels of American society.

Thank you for the opportunity to participate in the Neighbor to Neighbor Conference.

The St. Louis Regional Jobs Initiative

Participants Include:

Grant Porteous

and

Intergovernmental Agency Managers

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THE ST. LOUIS REGIONAL JOBS INITIATIVE

Participants include Grant Porteous and other intergovernmental agency managers

The St. Louis Regional Jobs Initiative is a collaborative, eight-year effort to design and institutionalize improvements in the way in which the regional labor market functions for two now-dissatisfied customer groups. These customers are **job seekers and underemployed young adults** in the urban core of the St. Louis region who seek the kind of work that will allow them to support their families, and employers from throughout the regional economy who seek better qualified and more productive workers.

The regional labor market is considered to include these workers and employers and also the many systems and structures that link them: economic development, workforce development, community organizations, and others.

The Initiative brings together a broad consortium of agencies, businesses, unions, governments, community-based organizations, and citizens. Members of the Jobs Initiative Planning Network include thirty-three of these organizations. East-West Gateway serves as convener and development intermediary for the Initiative. The Urban League serves as the lead neighbor organization. The Annie E. Casey Foundation is the Initiative's principal funder.

The short-term success of the St. Louis Regional Jobs Initiative will be measured through improved outcomes for the two principal customer groups. Our long-term success, however hinges on our ability to institute "systems reform": new policies, protocols, and practices to ensure that these improved outcomes can be sustained.

How the Regional Jobs Initiative Differs from Other Projects

The Regional Jobs Initiative differs from other "jobs projects" in at least three ways.

1. First, the Jobs Initiative provides the context for a series of informed investments in specific projects. But these projects are not the ultimate objective of the Initiative. The objective is to **institutionalize durable improvements in the way in which the regional labor market functions** for our two principal customer groups. The "projects" provide the laboratory for testing improved linkages.

2. Second, unlike traditional jobs programs, the Jobs Initiative **looks at both the supply side and the demand side of the labor market transaction**, and focuses broadly on the dynamic interplay of systems and forces that impact the connection between the two. Consequently, jobs projects associated with the Initiative will be market-oriented and integrative.

3. Third, the St. Louis Regional Jobs Initiative is a **performance-based effort that anticipates and evaluates progress toward specific targets** which measure both improved outcomes for customers and a more efficiently-operating system.

The Strategic Investment Plan

The Outcomes of the Jobs Initiative will be achieved through the implementation of a Strategic Investment Plan, to be completed in December 1996. This plan will guide a seven-year investment program using approximately $700,000 per year in funds from the Annie E. Casey Foundation, $350,000 in funds locally-raised and leveraging other funds. The Investment Plan has five elements.

1. The Investor's Outcome Outline, in which we identify the assumptions that underlie the planning process, set our initial performance targets (jobs and systems reform), and present a first draft of preferred strategies to accomplish these targets.

2. Project and Prototype Target Plan which presents the projects to be launched during the capacity-building phase to test new linkages and relationships, consistent with the chosen strategies, and tied to specific performance targets.

3. Preliminary Systems Reform Agenda, which describes the approach to be used to effect long-term systems reform. The Casey Foundation has a particular interest in how the Jobs Initiative policies and programs interface with efforts to reform human services and build healthy communities.

4. Capacity Building Infrastructure, including governance, outreach and recruitment investments, information systems, and self-assessment.

5. Financial Plan

St. Louis Regional Jobs Initiative Planning Network Members

Bi-State Development Agency, City of St. Louis, Congregations Allied for Community Improvement, East-West Gateway Coordinating Council, Economic Council of St. Louis County, Family, Investment Trust, Franklin County, Grace Hill Neighborhood Services, Greater St. Louis Economic Development Council, Human Development Corporation, Illinois Department of Commerce and Community Affairs, Illinois Department of Transportation, Jefferson County, Missouri Department of Economic Development, Missouri Department of Labor and Industrial Relations, Missouri Department of Social Services, Missouri Highway and Transportation Department, Missouri State Treasurer's Office, The Prevention Partnership, Prince Hall Family Support Center, Regional Commerce and Growth Association, St. Charles County, St. Clair County, St. Louis Agency on Training and Employment, St. Louis Carpenter's Joint Area Council, St. Louis Community College, St. Louis County, St. Louis Development Corporation and CDA, Saint Louis University, Southern Illinois University at Edwardsville, University of Missouri-St. Louis, The Urban League of Metropolitan St. Louis, Washington University, Center for Social Development.

COPS Presentation

Presenters Include:

Jim Gilsinan

and

A Panel of Police Officers

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COMMUNITY ORIENTED POLICING/
THE NEIGHBOR-TO-NEIGHBOR CONFERENCE

Presenters include James F. Gilsinan and St. Louis City Police Officers

Neighborhoods have faced a number of threats including aging physical infrastructures, safety concerns, and competition for the time and attention of those who live in a defined geographical area. These problems are further exacerbated by what has been a dominant trend since the 1920's, the professionalization of those whose focus is on the community. While professionalization has improved the selection, training, and status of individuals involved in the complicated task of building and maintaining community, it has also distanced practitioners from those whom they serve. Two examples illustrate the point.

American universities began with the distinctive mission of serving the local communities of which they were a part. Professional expertise was not put simply to the service of a particular discipline but to the needs of a broader constituency outside the university walls. Applied research was expected. Thus, land grant universities were specifically chartered to improve the rural, agricultural environment. Similarly, universities located in urban areas were committed to participating in and improving the communities in which they were located. Eventually, however, the German model of the research university became the dominating model of higher education in the United States. "Pure" research, that which advanced the discipline, was preferred to applied research, that which advanced the development of practical knowledge for immediate application. The ivory tower was still "in," but now not necessarily "of" the community.

The dynamic of specialization, disciplinary focus, and development of professional credentials also affected law enforcement. From a service agency that provided emergency housing, drug maintenance, a wide variety of order keeping functions. police departments began to specialize on crime fighting and apprehension. As they became mobile and electronically connected to a centralized system of dispatching, they too were now in a community but not necessarily of a community.

This conference, then, is both about something old and something new. It reminds universities and professions such as law enforcement of their original community orientations, while hopefully stimulating ideas and strategies for operating in a new, rapidly changing neighborhood context. The Community Oriented Policing Grant funded through the National Institute of Justice brings together Saint Louis University's Department of Public Policy Studies and the St. Louis Metropolitan Police Department in a partnership designed to help improve the community problem solving skills of both police officers and professors. By sharing the different types of knowledge and working together to formulate strategies to address issues of neighborhood safety, both practice and knowledge will advance. Conferences such as this, which invites neighborhood participants to share in their experiences and to hear the experiences of those charged with various community building tasks, will further increase the potential to develop effective solutions

As one of our participants has noted, "Protect and Serve," has been a motto rather than a description of how the police actually function in the community. A more accurate description might be "You call, we haul." It is clear to our panel that this reactive approach to crime and issues of public safety has not been very effective. It is also clear from various surveys that citizens are more concerned about the quality of life issues in their neighborhoods than about the "big" crime occurrences that capture the headlines. Again, as noted by one of our panelists, "it was not the lions and tigers that drove us from the jungle, it was the mosquitos and the flies." Thus, what is problematic in the community needs to be defined by those living there and, together with the police, the responsibility for resolving the problem needs to be shared among those directly affected by it.

The discussions about what to do concerning the discharge of weapons on New Year's Eve illustrates the creativity that can occur when community residents and police officials collaborate on problem definition, solution and implementation. One would not expect to generate a list of over fifty possible approaches to this problem. And, indeed, one would be correct in this assumption if the typical model of isolated problem definition and solution were employed.

Police officials, university professors, and neighborhood residents are all part of the St. Louis community, and therefore working together we can all be part of the solutions to the problems that face this region.

Women Ex-Offenders and Women at Risk:

Connections Between Everyday Violence and Violence Against Women?

Participants Include:

Kim Loutzenhiser
Jackie Tobin
Sandra Ware

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WOMEN EX-OFFENDERS AND WOMEN AT RISK: CONNECTIONS BETWEEN EVERYDAY VIOLENCE AND VIOLENCE AGAINST WOMEN?

Presenters include Kim Loutzenhiser, Jackie Tobin, and Sandra Ware

A woman who has been to prison and now trying to make changes in her life states, "Knowing the mind plays tricks, everyday I say Lord take me through the day." Numerous other women relate to these words, especially those making changes away from a lifestyle that brought them to prison or put them at risk of going there. For women in the early processes of crisis, change or transition, the task of making it through the day is a challenge. Let's start provides support for these women to meet these everyday challenges. For the purpose of labeling, these women are referred to as women at risk. In conducting a literature review, this population is underrepresented in research on violence against women. From a researcher perspective, this represents a problematical omission and a need for further research. Let's Start participants, on the other hand, do not see see this as a pressing concern. The discrepancy in perspectives is one reason that the title is presented in a question format instead of a summary statement. While the theme of violence against women is a research interest, it is not a central theme to Let's Start. The connection between violence against women and women at risk is a connection that requires negotiation. Negotiation is necessary when research is also viewed as a form of community service. In this scenario, researchers and those researched are collaborating to benefit one another. This requires a reflective approach on how researchers do research.

Let's Start provides a context for research on women who have been at risk of going to prison. The women in this group have either gone to prison or they run the risk of going to prison. The context provides a space for women to talk about their lives on their terms. These women return to the group's activities because coming to weekly meetings directs their everyday activities in a posative, healthy and lawful direction. Here these women develop coping strategies to deal with life's challenges. From an observer's standpoint, meeting talk provides women with tools and resources that allow them to cope in a world where violence in their everyday lives has worked against them. The women view it as an integral part of their recovery and change. It is not uncommon to hear someone in the group say, "just talking gets it off your mind," or "there is love here." These words suggest that Let's Start is a successful in providing support for women coming out of prison. The organization puts the voices of its partcipants at the center. It is important to do research in a way that also values women's voices. Thus, research on these women should make women's voices the focal point. Let's Start provides multiple opportunities to listen to women's voices.

The one thing that all Women in Let's Start share is experience. As these women speak to their experience it is clear that they all have either been to prison or lead a lifestyle that could easily have brought them there. The program offers researchers a unique listening opportunity to locate women's choices. What choices did these women have? Are there areas where choice was not available. Listening tells us how women cope with choices that lie behind the constraints of acceptable behavior. It allows a researcher to account for the pain in a

particular decision. Many of these women account for the violence they experienced in their communities, their neighborhoods and their homes. They talk about what this did to them and how violence has had an impact on their lives. While they do not talk about violence in specific, violence is a watch-word to understand and develop. Taken together, these accounts can provide a slice-of-life experience of life before, during and after prison. They can also provide a rich source of data for accounting for the role of violence in communities and violence against women.

In the following section, Let's Start is described as a site for research on women at risk. After a brief description of the Let's Start program, this presentation will consider the problematical consequences of women living in violent environments. Next is an experiential response to the academic problem statement. This is noteworthy because the women in Let's Start do not characterize their lives as violent. One participant from Let's Start said that according to the academic problem definition, "everything is violent." Without addressing differences in interpretation, a true partnership is not possible. Violence requires an agreed upon definition. At present its meaning is not agreed upon but collaborators have agreed to keep the dialogue going.

A DESCRIPTION OF LET'S START

Let's Start is a nonprofit 501C3 organization that addresses women at risk in the St. Louis region. Since the program's inception the program has helped more than 300 women. In 1995 Let's Start served 110 new women. The activities of this program provide a context for research on the ways violence impacts women's everyday lives. It is a support process dedicated to assisting and supporting women in transition from prison life to society. It is unique in that it is coordinated by women who have been through the criminal justice system. There are four paid coordinators and a Program Director who do advocacy, planning, facilitation and follow up. One organizational goal is to reduce the number of women sent to prison for nonviolent offenses. The program has identified prison alternatives as community service, job development, third-party advocacy, intensive probation, suspended sentencing, supervised release, house arrest, alcohol and drug treatment, mental health services and other forms of restitution. The following highlights regular program activities:

- A weekly group session (support, testimonials, sharing)
- Individual follow-ups/mentoring (peer-based)
- Community outreach and education to schools, shelters, juvenile hall, etc.
- Performing "Stories of Hope," a dramatic compilation of real life stories of the women who have been a part of Let's Start.
- Advocacy to make alternative sentencing available to women. The group has talked with judges and legislators and has been involved in a rally calling attention to the harm done to children when mothers are incarcerated.

The program activities engage Let's Start participants in different ways. Stories represent

a form of healing and a form of awareness. Through the above processes women learn about their life histories. They know what put them at risk, the violence they experienced, their response to violence and what counted as a turning point. This alone provides a valuable source of information on the creation of fitting alternative sentences. They also provide telling information on violence in the community.

ACADEMIC PROBLEM STATEMENT

This program addresses the growing phenomena of women facing prison sentences. Female offenders are of particular concern because women entering the criminal justice system has increased dramatically. From 1980 to 1990, the number of women in U.S. prisons jumped from 12,331 in 1980 to 43,845 in 1990. In 1994, there were over 90,000 women in prisons and jails across the country. The rate of incarceration of women has grown faster than for men every year since 1981. (Coalition for Prisoner's Rights Newsletter, March 1995). In Missouri the rate of women in prison has increased 450% in the last ten years. Of these female offenders, one out of three are serving sentences for drug offenses and three out of five regular drug or alcohol users (St. Louis eview, March 22, 1996).

The rise in the number of female prisoners is a phenomena that has far reaching consequences. While incarceration addresses the illegal activities of women, there are other forms of punishment or restitution for nonviolent female offenders. Incarceration does not address the financial and emotional costs of caring for these women's children, while other alternative sentences do. This is critical when approximately 80% of women in prison are mothers and 67% have children under 18 (Coalition for Prisoner's Rights Newsletter, March 1994). While these women serve time in prison 25% have children in foster care or other institutions. These costs are not incurred by corrections, and therefore mask the real costs of female incarceration. Children suffer undeserved consequences. They have difficulty in school and other behavioral problems. The violence done to the children of women in prison is an integral part of the problem (Gross, 1992).

These statistics present a compelling reason to address women at risk, especially the ways in which living within violent environments impact women's lives and the lives of their children. The stories of women at risk can provide a fuller picture of violence and its wider implications. Current literature suggests that definitions of violence distort the way violence is understood (Stanko, 1995). This distortion begins with a distinction between normal violence and criminal violence. The former is something that is neither random nor unexpected. When violence becomes a regular feature in the lives of individuals, it represents normal violence - a kind of violence that occurs in familiar places by an attacker who has an association with the person attacked. Crimes against persons are defined as criminal when the attacker is a total and complete stranger. This kind of crime is unprovoked, random and unexpected. Law-abiding citizens and elected officials are quick to loath these random attacks because there is no sure way to prevent an unexpected attack. These images produce public anger and fear because these representations of violence strike at

the average citizen. While this kind of violence comes with serious consequences, it sets a public policy agenda that neglects other types of violence. This is problematic when one-fifth of all emergency room cases are battered women (Zorza, 1992). Personal and institutional processing of these cases decriminalizes this type of violence. Consequently they go unreported or are defined as something other than criminal violence. When a crime occurs in a familiar setting by a known attacker, it is commonly called "a domestic" case. Logically, this would fall under a category of normal violence. When ways of thinking about crime relegate domestic, family and community violence into categories of normal violence, solutions to the violence problem will be limited.

A similar pattern is evident in research. There is research on domestic and family violence that stands separate from criminal justice research. The findings from both these categories should be shared if the goal is to understand the larger implications of violence. When victims are identified by gender, men and women appear to experience violence differently. First, men continue to be homocide victims more than women (Stanko, 1995). Homocide statistics are used, rather than statistics for other violent crimes, because they are the most accurate when it comes to reporting (Jencks, 1992). Other types of crimes leave more room for interpretations in reporting. Second, most of the cases where women are victims occur in or near the home. These cases are less likely to be given attention by the criminal justice system due to variations in reporting and interpreting (Zorza, 1992; Jencks, 1992). Thus, when the law-makers discuss "the crime problem," most of the crimes that occur against women are ignored. When domestic, family, community and criminal violence are explored separately, the crime picture is unnecessarily fragmented. The practice of describing women as victims, instead of as crime victims is an example of how the process of decriminalization works. This research will address this problem by including domestic, family and community violence in the category of criminal violence. This evaluation research acknowledges the problem of separating family violence from criminal violence (Stanko, 1995). If this practice continues, public policy attempts to address "the crime problem" will largely ignore women.

One feature common to women at risk are experiences of domestic, family or community violence (Stanko, 1995). It is not clear if, when or where the word criminal fits with this picture. Community violence takes away from the other two forms of violence. The rising crime rates in certain communities involve violence that typically occurs between young African-American males. Crime statistics in the U.S. show that black men are seven times as likely as white men to be victims of homicide (Jencks, 1992; Stanko, 1995). This kind of violence fits the categorization of normal, only because it fits the pattern of victims and offenders having some kind of association with one another. While this is the same pattern that occurs in cases of domestic and family violence, news stories on community violence get more media attention. Instead of focusing on the incidents of violence between young African-American males and its implications, the media focus is on the lawlessness. It is as if the participants of community violence are outlaws in an urban frontier. This creates an image of crime out of control. Public policy-makers react by getting tougher on crime. While the call for law and order gets public policy attention, the victims of community

violence do not get equal time. They are less likely to receive victim services or public sympathy because where there are high incidences of community violence, victims and perpetrators are often seen as the same (Polk, 1994; Stanko, 1995). While men's violence against men is highlighted as problematic, it erases the faces of the women who live within these very environments. These women remain invisible until they enter the criminal justice system as offenders, probationers or hospital victims.

It makes sense for research to focus on the ways that women at risk experience violence in their everyday lives. This knowledge could provide information in creating appropriate alternative sentences and also information on how to prevent women from going to prison in the first place. It could help in the creation of safe places or in the supports necessary to provide women with the resources to reduce violence or the threat of violence from their everyday lives.

There is information on the ways battered women cope, but there is not information on coping strategies when those patterns of violence extend beyond the home (Dobash and Dobash, 1979; Gondolf and Fisher, 1988; Evans, 1993: Jones and Schechter, 1987). Here gender based research could yield important information. Violent environments are characterized by poverty, victimization, predatory behavior, urban decline, drug addiction and manifestations of an underground economy. Men and women are likely to respond to their environment according to their own perception of vulnerability. For example, women are more likely to avoid predatory behavior, while men are more likely to engage in it. This is one explanation to men's crime against men. Men and women's responses are likely to vary because men are typically in control of the streets and dominate the underground economy (Maher and Curtis, 1992). The informal economy is where violence and business go hand in hand (Hobbs, 1994). Theories on gender differences suggest that differences in men and women's socialization may hand women living in violent environments with a contradiction (Chodorow, 1978; Gilligan, 1982). Socialization has provided girls and women with a powerful message that women are not violent by nature. Those women who are violent are interpreted as unfeminine, abnormal or imbalanced (Maher and Curtis, 1992). Clinical descriptions of violent men and violent women demonstrate a gendered system of interpretation (Stanko, 1995). These gender based rules hand women living in violent environments with a contradictory predicament. The ways women make decisions raise important questions: What choices did she have? Is there pain in this experience? Are there constraints on acceptable behavior? It is important to learn how women, living in violent environments, respond to these situations. Are these women aware of the conflict between gender role expectations and the violence in the community around them? Are they able to live in these environments and play out gender roles simultaneously? Are the expected aspects of the female gender role overemphasized here? Efforts to reduce violence will continue to be incomplete without an understanding of how gendered expectations are tied into patterns of normal violence or how normal violence is tied to criminal violence (Kelly, 1988; Stanko, 1985). More needs to be known about the consequences of everyday violence.

THE EXPERIENTIAL PROBLEM

Women who are participating in Let's Start do not grasp the concept that violence is something that happened to them. They do not immediately get into a discussion on violence as part of their lives. It is not an explaining factor because the reality of violence does not let them off the hook. These women are working to achieve their own recovery and this means that they take responsibility for their lives. The challenges of community/academic partnerships come into play here. Intellectual statements about violence do not produce healing. Let's Start operates on different levels. When a researcher enters this community a new dimension is added. With different perspectives and backgrounds, it should come as no surprise that terms mean different things to different people. Participant observation represents a research approach that establishes some form of connection. This, however, is not a partnership. One of the strengths of participant obersrvation is that a researcher sees and hears what is going on first hand. The next step is to insure that the researcher not only hears but also listens. If a researcher listens to stories and characterizes those stories as violent, this characterization needs to be matched with the interpretations of the people telling those stories. Otherwise, participant observation is not an approach that arrives at truth.

Writing is somthing that academics do. They write about the experience of others. With Let's Start, the women in this group are viewed as field collaborators, rather than as subjects. The researcher is likely to see different things. The researcher is trained to identify features in an organization that lead members view Let's Start as an organization that is successful to them. The researcher uses models to describe and explain what is happening. In doing this it is important to be aware that modeling may be important in research circles, but it is not as important to those in Let's Start. Models have a place in the research community. This is a given. What is not a given is how to take research back to the field.

First, There is more than one best way to do research. Research is beneficial to a community, only if the findings benefit the community in tangible ways. Research for the sake of knowledge sake should not be confused with community service, even if that research is done in the community. This distinction is a learning process for academics, community members and not-for-profit agencies. This requires a learning process. It requires that researchers develop listening skills and also reflective practices on how they do research.

Second, it is informative to acknowledge research as an activity that gives meaning to the activities of others. This meaning may not be the same meaning of the participants. This requires an extra step in research. The researcher should be aware of experiential meaning and and how research and writing gives a different kind of meaning to that experience. It helps to write an account of how meanings differ. This account requires an understanding of how the researcher got to particular conculsion. With Let's Start, the researhcer can provide examples of violence. In the case of Let's start it is important to reflect on the variability of meaning of the word violence. Variability in meaning is a given and this variability needs to be discussed.

Third, researchers should be prepared to bring their findings back to the community they research. Learning can occur at this juncture. Research benefits when researchers are willing to hear whether their field collaborators agree with what has been written. This produces a dynamic interaction between the researcher and the researched. This link is important when research is combined with community service. While this approach requires that the researcher give up some interpretive power, it allows research to become community service. Reflection on practice and reflection on findings provides one more opportunity to listen again. It also provides an opportunity to test the truth value of a research account.

Doing research in the community has implications that will improve community service and research. Through reflection academics are learning to do partnerships. Academics are learning that their research is not necessarily helpful to the community they research. It is not helpful unless the community is invited to participate as field collaborators and not subjects. Research is not community service unless the community is consulted on their needs and interpretations. The steps described are time consuming and uncomfortable in practice. It is difficult and easier to return to the traditional way of doing research because it requires a willingness to be uncomfortable. Instead of saying that collaborative programs do not work when interaction gets difficult, collaborators need to work through their own discomfort.

Mutual Resource Enhancement Through Partnership

By:

Mary Ann Drake
Carol Reed
Cordie Reese

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MUTUAL RESOURCE ENHANCEMENT THROUGH PARTNERSHIP

Carol Reed, President David Ranken Neighborhood Health Committee
Cordie Reese, R.N. Ed.D Coordinator Family and Community Health Nursing Master's Program
Mary Ann Drake, R.N. Ph.D. Faculty Family and Community Health Nursing Master's Program

St. Louis University School of Nursing Graduate Major in Community Health Nursing continues to develop a partnership relationship with the Forest Park Southeast (formerly known as Ranken) and McRee Town neighborhoods. In 1985, the School of Nursing and Forest Park Southeast first joined together in a mutual agreed upon long-term community building process to impact the neighborhood health goals and to provide students in the Masters Program a practice site. In 1992, McRee Town was included. The aggregate focus was chosen emphasizing the concepts reciprocity, continuity and identification with the entire community as opposed to one organization. This approach was felt to be more effective in dealing with the health of the community. Reciprocity presumes that purposes and actions are determined jointly by community residents and the faculty and requires on-going participation and trust. Trust requires mutual respect for each partner-s knowledge and contributions and is developed through commitment. To demonstrate commitment, the same faculty persons are consistently in the community and they ensure that student and community projects continue. Student projects are care fully reviewed and are undertaken only if there is a possibility for continuation. This review protects community members from projects which are of little use to the community and benefit only those who execute them and it protects against the disappointment of community members who join with a student in a project only to see it dropped. Faculty are involved year-round to ensure progress on student projects during vacations and a smooth transition when a new student continues an ongoing project. This takes an enormous amount of time and requires committed faculty.

Health was defined in the broad sense of the word using the World Health Organization definition which includes physical mental and social well being and achievement of potential and which recognizes the importance of the relationship between individuals and their social and physical environment. Consequently projects often address social or living conditions in the community and are not limited to delivery of health care.

Social justice and equity were particularly relevant in the partner communities because they had so little of either. High infant mortality, lead paint poisoning, unemployment, dilapidated housing crime drug addiction poor education and alienation are present. The partnership strives to increase equity in resources for each partner community. In addition there was an explicit commitment to give precedence to the needs of the most disadvantaged in the combined. In so doing the effort to empower as opposed to "do for" is the goal. We rely on Freire's theory of adult education to guide the process of bringing about the community change, to analyze what occurred and to empower people, ourselves, students and community residents. Freire sees education as the liberation of people to act on their own lives and society rather than socialization to fulfill a predetermined role. . The partnership resulted in the formation of committee that evolved into a 501 C3 association with a resident controlled Board of Directors. At the beginning of the project, the community was invited through their community leaders to a meeting to discuss the partnership. The community did not immediately agree; but they dialogued and reflected. Upon their agreement, a contract was signed which allow either party to dissolve the partnership after giving the other months notice. With this agreement in place goals were set. The purpose of the David Ranken Neighborhood Health Committee is to enhance the health of the community by: a) identifying and setting the community's health priorities; b)providing and effective means through which the people in the area can work together to maintain and improve the living and social conditions of the area on the neighborhood level; c)) serving as a means of communication between the area and outside institutions and organizations, and d) endorsing and or sponsoring preventive and health programs. Sub objectives are to impact the health of mothers, children, and the elderly, to enhance the mental health of the neighborhood, and to support the youth of the neighborhood.

The Board of Directors manages the efforts to impact health. The Board of Directors role is to bring community people together and to evaluate projects. Our present president dialogues and collaborates with persons in the community and outside the community. However, her most significant connections are with the churches. Past successes have been a primary care health center, a parents group which was organized through the school increasing parental involvement, a collaboration with the senior citizen population to answer the needs of the well and homebound elderly and the organizing of youth to impact their concerns. Efforts have

been accomplished through partnership using dialogue, education, social planning, and social action techniques. For example, the keeping of Adams school open for 8 years was by using social action, the primary care health center came about through mutual education and precise planning, the meals on weekends happened through listening to the well and homebound elderly and networking with the local senior citizen center.

The main direction at present has been to assess the youth, their parents, and youth directors in the neighborhood to determine their perception of the needs of youth. The VISIONS subcommittee of the David Ranken Neighborhood Health Committee was formed to address these findings in 1994. It consists of neighborhood agencies coming together to dialogue about the needs of the neighborhood. Their goals are to increase adult/parent participation in youth programs, to increase space for youth programs, and to increase employment opportunities for youth.

In 1992, students from St. Louis University initially assessed the youth and found that youth wanted input into their activities. A youth advisory group was formed at that time. After several years of activities a tap dancing program for the neighborhood youth has been established. Two classes are offered each week for approximately 20-24 children.

In the past two years students from Saint Louis University School of Nursing and Washington University School of Social Work have further developed the assessment data to include youth, their parents and activities directors. This assessment found that the youth wanted not only more activities but to also feel safe within their neighborhood. Youth directors agreed on the need for more activities for youth but, needed more building space and personnel in order to offer more activities. The VISIONS Committee is currently approaching the St. Louis School Board to consider leasing the neighborhood school which is closed for more space. Grants are being written to garner more personnel.

People in the neighborhood continue to take an active interest in the partnership. The group has provided residents with a vehicle for change and improvement within their community. Their involvement is a positive sign of the value that a partnership can offer to both those in academic and community settings.

Coalition Building for Youth Activities:

The Blumeyer Youth Speak

Participants Include:

Ronald Jackson
John Sterlacci

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SUMMARY OF CONFERENCE PRESENTATION

TOPIC: Coalition Building for Youth Activities:
The Blumeyer Youth Speak

Presenters: Ronald Jackson and John Sterlacci

Attendees: Cindy Follman - Focus St. Louis
Vada Parker - SLU
Dwight Jackson - Urban Ministries
Mary Ann Cook - SLU

This presentation focused on the importance of coalition building in order to achieve more coordinated and better managed youth service delivery in the Blumeyer Public Housing Complex.

Over 1,200 youth and 11 youth providers reside in and around Blumeyer, yet only 300 youth actively participate in area programming. There is little if any coordination between service providers and no vehicle to let area youth help develop programs. InterACT-St. Louis and St. Alphonsus Rock Church devised a strategy to bring all area organizations who work with youth together to plan a collaborative youth activity. After 2 months of planning the decision was made to develop and implement a youth speak program.

During the 3 months of planning for the youth speak, many organizations stopped attending meetings. They reappeared for the program but only 3 organizations attended the follow up meeting. This leads one to believe that most inner city youth organizations do not see collaboration as an effective way to attain their individual organizational goals. These groups were also unwilling to share their resources if they did not think that they would receive more resources for being involved.

From a youth perspective, the youth speak was very successful with over 120 youth in attendance. They were able to communicate their feelings about their community and organizations who work with them. This information was to be used to develop a youth action plan for the Blumeyer area, but service providers did not show a willingness to keep the coalition organized after the youth speak.

The rest of the presentation was directed at how organizations develop programs and garner resources for their programs.

COALITION BUILDING FOR YOUTH ACTIVITIES

The Blumeyer Youth Speak

AGENDA

I. The importance of youth input, program design, and program retention

II. The need for Blumeyer youth to speak.

III. Religious, community and youth programming

a.) St. Alphonsus "Rock" Church and Blumeyer
b.) Inter-ACT St. Louis

IV. Building community consensus

a.) groups involved
b.) setting the agenda
c.) who will participate

V. Planning the Youth Speak

a.) division of labor
b.) getting youth involved

VI. Implementation of the Youth Speak

VII. Evaluation of what youth want

VIII. Integrating Youth Speak results with program planning.

IX. Future Directions for Blumeyer Youth

X. Questions and discussion

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X. Questions and discussion

Community Organizing and Street-Level Bureaucracy: Considering Relations at the Community-Government Boundary

By:

Michael Johnson
Terry Keller
Jackie Ryberg

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COMMUNITY ORGANIZING AND STREET-LEVEL BUREAUCRACY:

Considering Relations at the Community-Government Boundary

By Jackie Ryberg, Terry Keller and Michael Johnson

The purpose of this presentation was to examine the interaction of community and bureaucracy. The examination focused on how the role of the street-level bureaucrat varies. This role varies according to the type of community development approach is utilized in bureaucracy-community partnerships. Considering the boundary-spanning locus of street-level work, the "man in the middle" position of the street-level bureaucrat in these arrangements was explored through a discussion of the experiences of panel and audience participants.

Community Organizing Approaches

Rothman, Erlich, and Tropman (1995) have identified three classifications of community development approaches. They are 1) locality development; 2) social planning development; and 3) social action development. Each development approach describes a different set of power relationships that effects how program control is negotiated between community and bureaucratic participants. In the social planning/social action approach, communities are more passive, dependent upon the bureaucracy and its street-level workers to identify problems and propose solutions that allow the bureaucratic partner to control partnership activities. The social action approach depends upon activists identifying community problems and demanding solutions. Bureaucratic partnerships are not a high priority and often go undeveloped. Communities utilizing the local development approach are

better able to retain control over their program activities and to utilize the hidden resources or mediating structures (Berger and Neuhause, 1996) that buttress community values and empower that buttress community values and empower community partners to solve their own problems.

Street-level Bureaucrats

The shifting of power relations that occurs between the three development approaches affects the role of the street-level bureaucrat tasked with policy implementation. In a partnership arrangement where the bureaucracy controls the definition and scope of community problems, resource distribution and information flow is assumed to reflect the policy preferences of the upper-level bureaucratic hierarchy. In reality, the boundary-spanning position of the street-level bureaucrat is a position of power from which to fashion policy that suits the context of the street-level environment. These workers control the flow of information between the two partners and they possess the bureaucratic and professional expertise necessary for policy implementation. The relative autonomy and professional discretion inherent to their role allow them to influence policy in ways that can distort policy outcomes. In the social planning/social development approach, program activities and the distribution of resources to support those activities will often reflect the goals and preferences of the street-level bureaucrat rather than the bureaucratic hierarchy. Because the community is less passive in the locality development model, some street-level power is siphoned away to community control through mediating structures. Community mediating structures effect a power balance, changing the role of street-level bureaucrat to that of counselor and resourceq,

but not professional master.

The "Man in the Middle"

The Man in the Middle in Neighbor to Neighbor is Michael Johnson. He acts as mediator between boundaries. This mediating position is worth exploring because it tells a lot about boundaries and what those boundaries mean.

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COMMUNITY ORGANIZING AND STREET-LEVEL BUREAUCRACY: CONSIDERING THE RELATIONS AT THE COMMUNITY GOVERNMENT BOUNDARY OR THE MAN IN THE MIDDLE AND THE RISK INVOLVED

BY
Michael Trent Johnson

As the program coordinator for a project of a major research institution as well as a resident of the neighborhood and participant in the community based organization serving as collaborator; I know first hand the problems and difficulties entailed in establishing programs that reach the intended audience.

I choose to use the scientific method to explore this issue as the process of the scientific method requires careful attention to detail in order to determine the usefulness and practicality of continuing or proving one's assumption about a hypothesis or unproven idea. The scientific method asks us to use the following steps in solving a hypothesis: State the problem, predict or hypothesize about the outcome, experiment using several options and experiment several times to prove or disprove the hypothesis, and finally to state a conclusion as to whether the problem can be solved or the hypothesis is correct.

THE PROBLEM

University perspective:

Getting staff, students, and residents of an urban public school like Stevens Middle Community Education Center to feel comfortable with inviting a major institution like Saint Louis University in as partners to enhance social work, health care and educational success by providing practicum interns and University resources without being viewed as simply wanting to conduct research then leave the site.

Stevens perspective:

How do we develop a partnership with Saint Louis University without having our students or participating residents feel

exploited and used as research subjects, yet accomplish much needed counseling and social work goals as well as utilize expansive university resources and acquire additional funding to build our own programs and resources.

HYPOTHESIS AND BASIC ASSUMPTIONS

On the part of the University:
The University can enrich educational models, one-on-one and group counseling of children and help access neighborhood resources to enrich other programs and sustain University delivered programs after the grant ends. University students then get the practical applications in their field they need to graduate and the University receives positive recognition from the community and good PR in journals, press etc.

On the part of Stevens:
The University has resources and funds ($$$)we can use to build our programs and start initiatives. However, how do we limit becoming research subjects maintain our dignity and still gain what we want from the University?

THE EXPERIMENT

Stevens
To allow the university to join us on the condition we have a say in who serves as the program coordinator or liaison between the school and the University. To present a list of needs and programs to be fulfilled and have said coordinator work on bringing our needs and services to fruition within a specified time line. To utilize the liaison person to tap into University resources and outside funding sources in order to become independent of the University.

Saint Louis University
To encourage cooperation and collaboration with teachers, staff persons, and children to promote sincerity and trust in order to provide practical field experiences for SLU students and acquire desired research and publication needs.

Conclusion
After a four year partnership between Stevens Middle Community

Education Center and SLU many valuable lessons have been and still are being learned. First of all, confidentiality of student counselees has been at the forefront of concerns for Stevens staff and administrators. This question has been raised every year at the beginning of the school year. Stevens Africentric approach to education (It takes a whole village to raise a child) also initially raised concerns about the availability of African-American interns from SLU. This request has been honored and understood by the faculty advisors and Neighbor to Neighbor team.

As program coordinator for Neighbor to Neighbor, I've attended regular Community Education Council meetings to keep the council informed and address questions or concerns. An excellent relationship has developed between the other Stevens service providers and the Neighbor to Neighbor team. We regularly work on social activities for the children, school fund raisers, the summer day camp, and community projects.

The teachers reaction to Neighbor to Neighbor and other service providers depends on the need for a specific teacher to be tuned into what can benefit them. Otherwise, there are too many other school and district requirements to expect them to totally understand the role of Neighbor to Neighbor or any other outside provider. This is frustrating because often the goals and objectives of the Neighbor to Neighbor program must be repeated and if a teacher doesn't view it relevant to their job then the program is ignored or not realized what services besides social work counseling could help in a specific situation.

Social work is by far the number one need at Stevens due to part-time social work personnel and the lack of time for one-on-one counseling. Therefore, the school and perhaps the district can be introduced to how social work can become an interdependent program to fill the social work void.

The cultivation of outside funds and resources has happened via certain programs, especially through the Community School Coordinator. However, the lack of a grant writer or fund developer has hindered this process of fund raising. Therefore, many neighborhood businesses, individuals, churches are solicited via telephone and school letter for their support of summer camp

and extracurricular activities, which is more successful any way because it enlist the help of the residents and business interest of the immediate neighborhood and often impacts children living within the neighborhood. It also helps residents and business persons keep somewhat informed about Stevens CEC. However, so-called "day school" activities often delay due to no fund developer with the specific task of grantsmanship.

The key is to keep school personnel and especially administrators informed. Make sure they are included in future grant opportunities in order that they may express concerns and needs up front. Also, to include school personnel and clients in the evaluation of University collaborations to improve on services and attitudes between lay persons and University officials desirous of doing real community service.

My job in this process is to COMMUNICATE effectively to all parties the realities and frustrations of the partnership in order to remedy conflict and stereotypes for both sides so solutions to providing everyone's needs is implemented. This is a much easier process if one is from the neighborhood or has extensive experience with the site. Fortunately, I have both. Although there are frustrations being the "man in the middle", progress is more evident when one is consistent, communicates regularly with administrators, and confronts tough issues head-on. One must overcome the impression of being a "sell out" by those who may feel they aren't benefiting from personal goals or personal agendas; when specific interest are not addressed due to legal constraints of federal grant guidelines, University guidelines and funding requirements, and bureaucratic red-tape involved when large research institutions take on community development programs.

The challenge for me is to meet the needs of both entities and cause the two, regardless of whether it's overt or covert to compromise and build consensus, thus building trust and meeting the needs of the children first!

From Empowerment Zone to Enterprise Community:

Connecting Institutions with the Community

Presenters Include:

David Laslo
Amy Rome
Tina Thompson

From Empowerment Zone to Enterprise Community: Connecting Institutions With the Community

Summary of Neighbor-to-Neighbor Conference Presentation by
David Laslo
Senior Research Associate
Community Development Agency
City of St. Louis

Introduction

This presentation and panel discussion focused on taking a retrospective look at the planning process and the community outreach effort associated with the City of St. Louis' application in June 1994 for a federal Empowerment Zone designation and $100 million in direct anti-poverty assistance. In particular, this presentation gave a brief overview of the program's goals and intent and an outline of the planning process as a backdrop against which to discuss the challenges and obstacles that governmental entities and other large institutions have in accessing target populations and gaining their input and active participation. These "bottoms up"-type planning processes are an integral element of contemporary community revitalization and anti-poverty public policy discourse and are considered a requisite for local assistance from the national government. This contrasts sharply with Reagan/Bush Era public policy that de-emphasized public input and participation through steady reductions in the level of such assistance and minimal programmatic requirements for public participation. In either case, accessing poverty populations and gaining their participation and input present serious challenges and obstacles to meaningful planning that is being lead by large institutions such as government agencies, universities, nonprofits and foundations. This presentation sought to outline some observations on those challenges and obstacles. (An attached appendix of presentation materials summarizes the discussion below.)

The Empowerment Zone Program: Participation and Inclusion

Figure 1 outlines briefly the major features of the Empowerment Zone program and the application process. In essence, cities/communities were asked to outline an anti-poverty strategy that would most effectively "empower" poverty individuals and families through the extensive building of partnerships, a process whereby various sectors (state and local government, business, labor, universities, foundations, etc.) could leverage their resources in

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order to increase service delivery capacity. As alluded to in the introduction, community involvement and participation were to be key elements in the development of the strategic planning process. Although not new, this notion of creating new partnerships was focused primarily on the necessity of leveraging public dollars through "public/private partnerships " and the "reinvention" of state and local government. These notions become particularly acute when the geographic area is required to have high concentrations of poverty populations and private sector disinvestment is pervasive. It is also based on the political realities of shrinking government support for anti-poverty programs.

Institutions and the Bureaucracy: Challenges to Community Outreach

Foremost of the challenges presented to institutions charged with an extensive community outreach effort, is the choice of geography and the variety of recognized neighborhood groups, wards and other vested interests that would be affected by an Empowerment Zone designation. This leads to larger questions such as "who" or "what" institutions make up the "community"? At what level of participation and /or inclusion can the institution be sure that it is involving the community? And furthermore, who speaks for the "people"? Is it neighborhood association leaders, tenant board presidents, aldermen, local ministers or priests, nonprofit service providers and so on? At the organizational level, institutions and/or the bureaucracy then, must make difficult choices regarding who to engage directly in their planning process both for practical and political reasons. At the "street level", accessing and engaging the target population is particularly problematic when it is poor, has transportation problems and is generally mistrustful of government sponsored programs. Given these challenges, what is the proper role of institutions and the bureaucracy in the planning process if it is not to end up being a "top down" process.
Institutions and government entities play a key planning and support role in managing the general planning process and community outreach effort in particular.

The Role of Institutions and the Bureaucracy

Overseeing a strategic planning process and engaging in an extensive community outreach effort requires that the managing entity or entities play numerous support and research roles. Government entities and universities have resources and expertise that is essential to the successful planning of the outreach effort, subsequent data collection and analyses and

grantsmanship. These resources and expertise often come in the form of staff and faculty capacity that is often supplemented by direct financial resources and other in-kind services such as the use of office space, facilities for meetings, office equipment and access to other technologies. In the case of the Empowerment Zone planning process, staff and faculty resources were essential to providing assistance and expertise to numerous smaller specialized planning groups and to professional meetings planners that organized community meetings. Exhibits 1, 2 and 3 in the attached appendix illustrate the planning process, the number of working groups involved and a general schematic of how the numerous data collection methods would lead to assessments and conclusions that would become part of the strategic plan. In general, the resources and expertise devoted to interpreting the data collected through the numerous data collection methods (surveys, working groups, community meetings, neighborhood leaders conference, etc.) is perhaps the most important role played by institutions and government entities. Still, the planning process designed and employed for the Empowerment Zone application had both its upside and its downside.

Positive Outcomes: Process and Ideas

On the bright the side, the Empowerment Zone community outreach effort as part of a greater planning process did provide multiple opportunities for citizens, service providers and other key stakeholders to share their experiences and express their opinions on a variety of issues relating to empowering poverty individuals and families. These opportunities lead to open and frank discussion about programmatic ideas that in turn, lead to the realization that many organizations had shared problems. It also lead, in some cases, to partnership ideas that would have ultimately had the effect of raising the service delivery capacity of the organizations involved. Furthermore, it was good that the members of the larger organizations got out into the community and heard first hand the articulation and discussion of the problems and daily trials of life in poverty. This is often an expansive experience when the discussion can be confined to topics specific to the strategic plan. In general, the outreach effort and the planning process was successful in getting previously unfamiliar stakeholders talking to one another about needs, their shared problems and the prospects for working together in an effort to increase service delivery capacity.

Negative Outcomes: What Does it all Mean?

Understanding the full complexity of issues surrounding persons and families living in poverty often proves to be elusive. The Empowerment Zone community outreach effort could have been considered successful in collecting enough intelligence regarding the scope and range of problems encountered by persons living in poverty. However, it was perhaps not as successful in developing a strategic plan that utilized that intelligence that reflected a cohesive understanding of them. While there were many reasons for this, the foremost of them, may have been that each of the issues raised were given equal weight. This in effect created a laundry list of programmatic solutions that defied easy organization into a cohesive plan. Furthermore, it should be stated that general racial and cultural differences between the target population and the planning professionals often may have lead to the misinterpretation of much of the data collected. Similarly, input from the public at-large is often difficult to interpret because the public has difficulty articulating solutions to their problems. Another potential problem might have been caused by the technical nature of the program's stated goals and intent and the potential for difficulty among the target population to fully grasp the meaning of much of the semantics and/or parlance of the EZ program. Finally, the intensity and frequency of meetings that were necessary to put together a credible application might have lead to participant "burnout". Having to do it all over again, these factors would be issues that would have to be taken into account in order to produce a better product.

EMPOWERMENT ZONES: PARTICIPATION AND INCLUSION

*Area of high poverty concentration
*Design $100 million anti-poverty strategy that empowers
*Comprehensive in scope
*Engage the entire "community" in the planning process
*"Reinvent" local/state government
*Create new partnerships

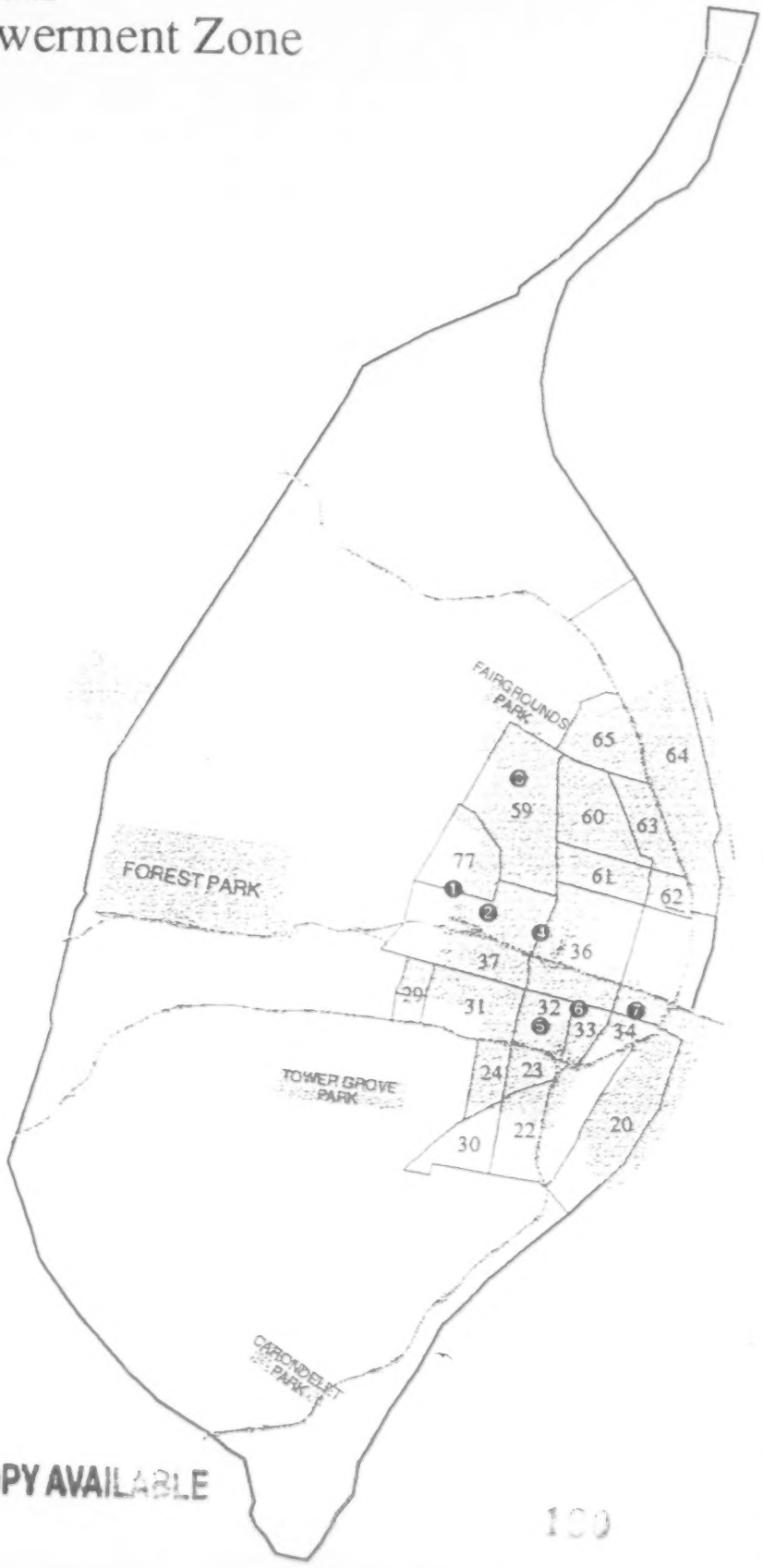
INSTITUTIONS AND THE BUREAUCRACY: CHALLENGES TO COMMUNITY OUTREACH

*Selecting geographic area
*What or Who is "community"?
*How to access and engage target population in planning process
*Winning support from non-stakeholders
*What is the proper role of bureaucracy, universities, institutions, etc.

THE ROLE OF INSTITUTIONS AND THE BUREAUCRACY

*Provide expertise and experience
*Provide monetary and in-kind resources
*Facilitate process and provide staff support
*Design and supervise data collection
*Interpret data
*Provide grantsmanship skills

St. Louis Empowerment Zone



● Landmarks

1 St. Louis University
2 Laclede Towne
3 Herbert Hoover Boy's Club
4 A.G. Edwards
5 Lafayette Park
6 Union Electric
7 Ralston-Purina Company

Neighborhoods in the Empowerment Zone

20 Kosciusko
22 Benton Park
23 McKinley/ Fox
24 Fox Park
29 Tiffany
30 Benton Park West
31 The Gate District
32 Lafayette Square
33 Peabody, Darst, Webbe
34 LaSalle Park
36 Downtown West
37 Midtown
59 JeffVanderLou
60 St. Louis Place
61 Carr Square
62 Columbus Square
63 Old North St. Louis
64 Near North Riverfront
65 Hyde Park
77 Covenant Blu/ Grand Center

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ST. LOUIS EMPOWERMENT ZONE PLANNING PROCESS - TASKS

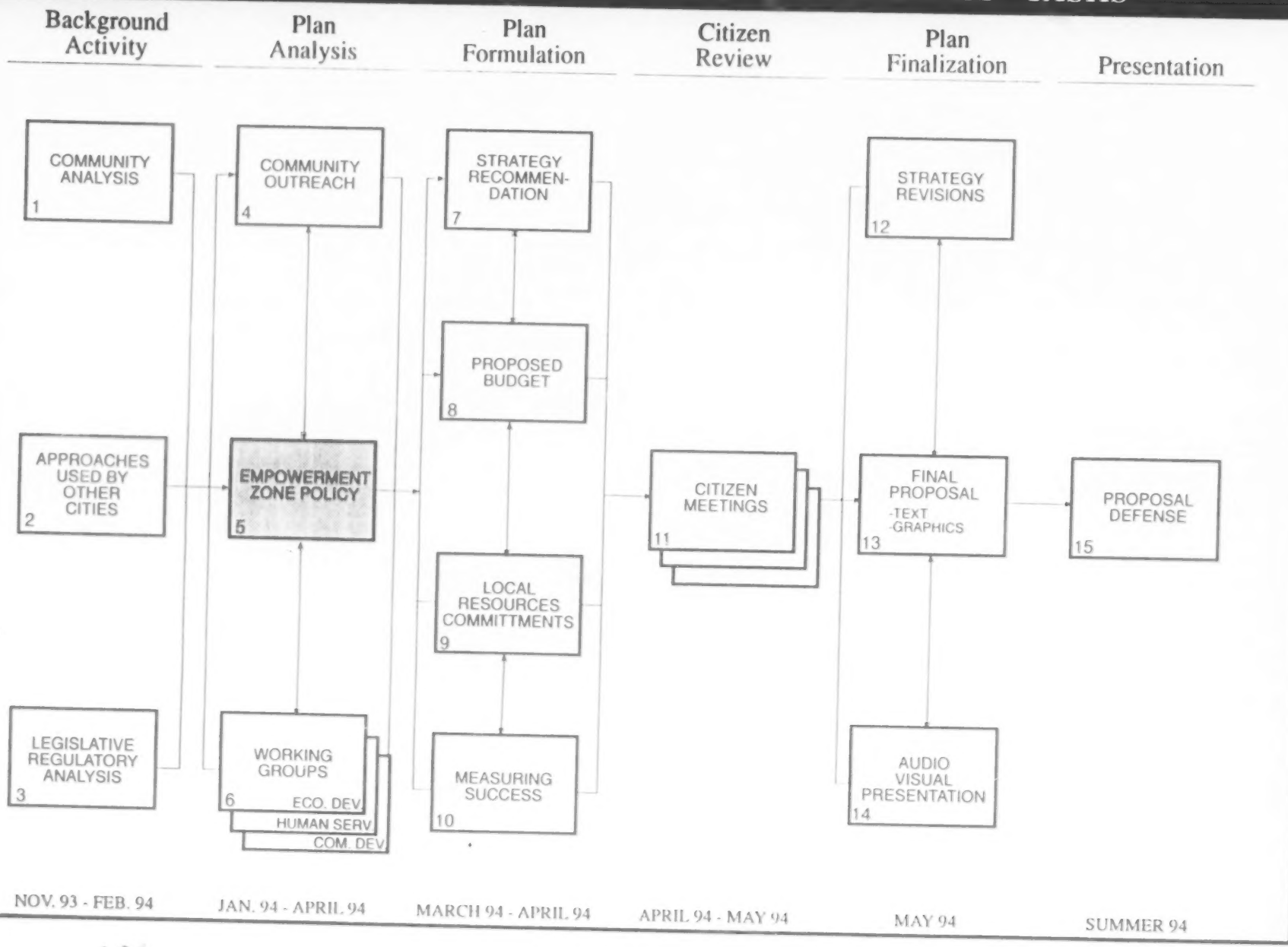

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Exhibit 2
Outreach Effort and The Planning Process

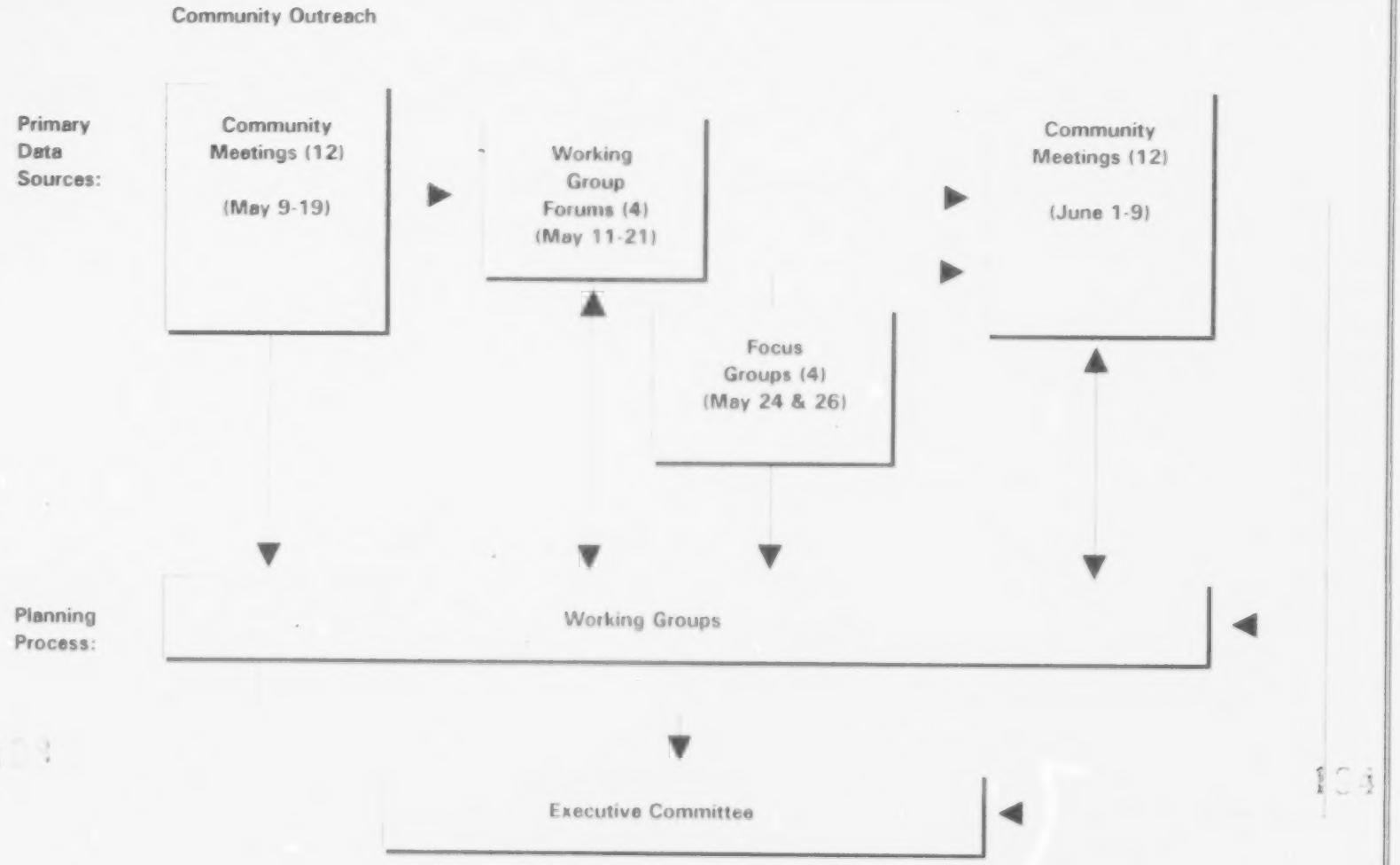

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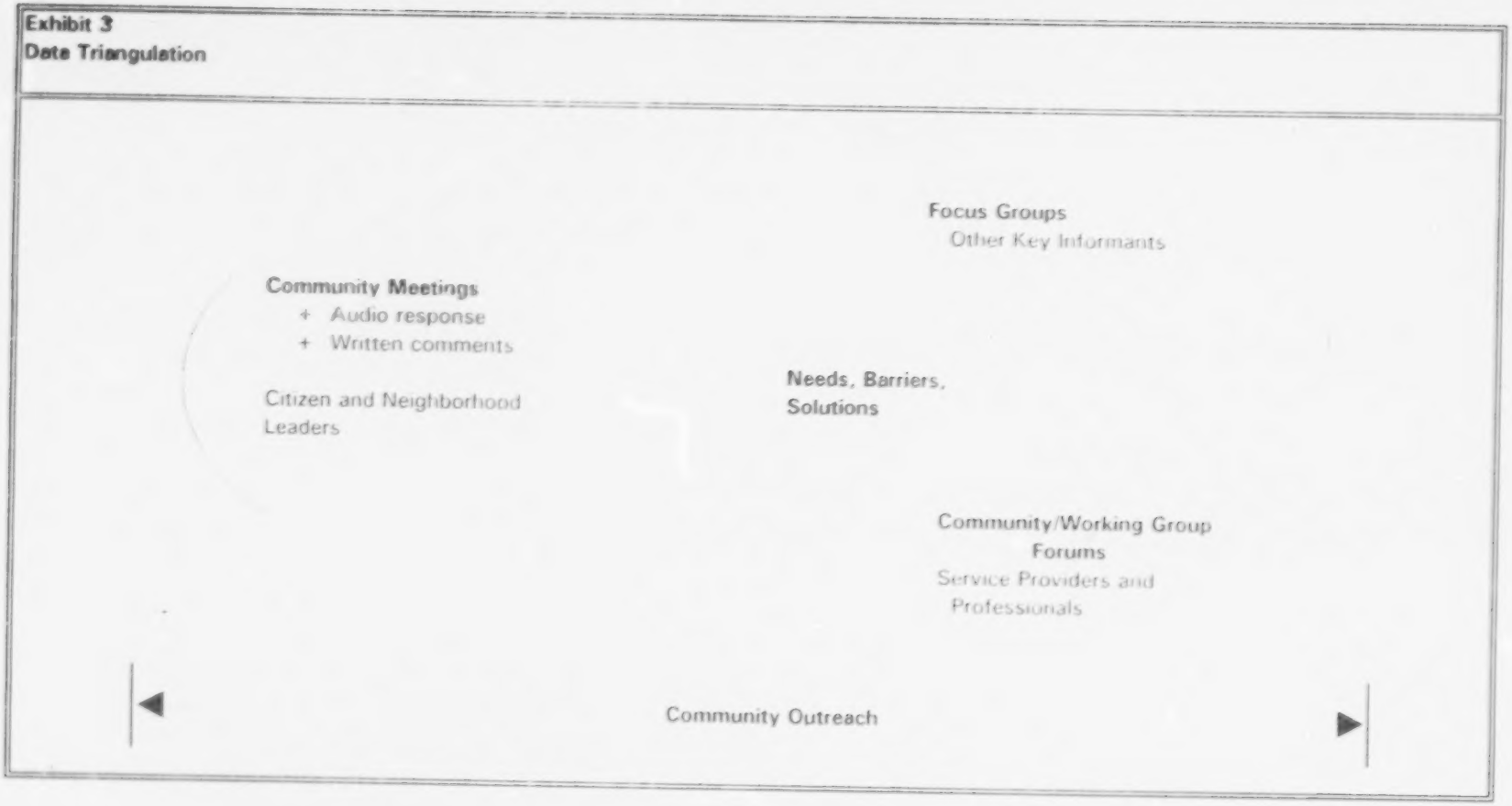
Exhibit 3
Data Triangulation



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Reflecting on Action
Panel Presentation re:
Empowerment Zone Community Outreach

1. 12 meetings held throughout City to identify community assets, barriers to improvements, and needs

2. Focus Groups with large employers, small business owners, developers, service providers, educators, and citizens (youth, elderly, homeless, etc.) to address solutions to eliminate barriers

3. 12 follow-up public meetings to report on preliminary findings and plan

4. survey to 350 neighborhood groups; 15% response

Approach:

- invited ideas, opinions from a diverse group of people from throughout the community in a variety of ways, made an honest effort to listen to what they said
- generated thinking about assets, positives about neighborhoods and the city; initiated community-building
- used neutral settings throughout the community for meetings; wanting them to be accessible in all ways (people could walk or take public transportation)
- had trained facilitators who knew the community; could be trusted
- listened and went back to see if we heard them

Lessons Learned

- getting people to meetings was not easy even with extensive publicity (letters, fliers, posters, radio, TV, newspaper); later session larger as word got out; need time to get people to the table
- making the meetings productive work sessions at the same time recognizing skepticism; years of frustration, disappointment and disillusionment; people used to public meetings where you gripe; need to give people time to get that out but move on
- avoiding having the meetings become political; not sure you can ever avoid politics but may have been better to give elected officials own vehicle
- having people who could speak for the city so people believed they were being heard; have Mayor more visible, others representing City Hall
- ensuring that we had facilitators who people could trust, with no hidden agendas, didn't always match facilitators with most appropriate group
- need to know the community; understand people you are working with

Generation X Without Malcolm:

Insights on African-American Urban Youth

Presenter Includes:

Osagyefo Sekou

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GENERATION X WITHOUT MALCOLM: INSIGHTS ON AFRICAN-AMERICAN URBAN YOUTH

ABSTRACT

FOR

REFLECTING ON ACTION CONFERENCE

Sponsored by

SAINT LOUIS UNIVERSITY' S NEIGHBOR TO NEIGHBOR PROGRAM

Author: Rev. Osagyefo Uhuru Sekou

GENERATION X WITHOUT MALCOLM: INSIGHTS ON AFRICAN-AMERICAN URBAN YOUTH

ABSTRACT

There is a messianic contradiction in Black life. Individually and collectively in search for a holistic individual to address the social, economic, political, cultural, and spiritual needs. African-Americans are always trying to find a savior or be one in a chaotic community. This community may a university, ghetto, corporate board room, block unit, or family. The choices of prophetic leadership are wanting. Farrakhan can not walk among everyday sisters and brothers-like Malcolm-because of the security issues. The fear of being annihilated-like Malcolm- thwarts the development of prophetic leadership. The African-American community does not have the mechanisms to protect current leadership or to disciple future leadership. Unfortunately, Suge Knight and Death Row have more consistent influence in the lives of urban youth than Rev. Jesse Jackson and the Rainbow Coalition or Minister Louis Farrakhan and the Nation of Islam. Generation X is without Malcolm.

The long standing African-American tradition of audacious hope is manifested in songs of freedom. Its most prophetic lyrics are grounded in the counter-hegemonic nuance of African-American intellectualism, which produced theories used by groups and individuals. These progressives accept the intellectual challenge to analyze the world for the purpose of changing it. The freedom songs of yesterday were social versions African-American Christian Hymns.

Today, popular culture puts the urban energies of disenfranchisement on wax ,television, and movie screens. Youth do not wake up with their minds stayed on freedom but on *brown sugar babes*. They wanna *make dat money man* rather than make a difference. Sampling notwithstanding, the thug motif of Tupac, Snoop, and Bone have replaced the romantic social consciousness of Curtis, Donnie and the Temptations.

Southern trees bear a strange fruit
Blood on the leaves
And blood at the roots
Black bodies swinging in the southern breeze
Strange fruit hangin' from the popular trees

The hood bears an even stranger fruit. From the vine of the urban crisis I introduce two mythical characters named Tyrone and Tyneka. Tyrone and Tyneka are angry children. They identify more with gansta rap than they do God. Both parents may or may not be at home. They live below the poverty line whether it be the spiritual poverty line or economic poverty line. They live below it. At some point in their life they were told that they would not amount to anything and they believed it. They are sexually active and infatuated with Tommy Hilfigher and Nautica.

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Whether Tyrone lives in the Compton or Manhattan he cats through 'his space' quoting gangsta rappers with the afro-shakepherean depth of Laurence Fishbrone's Othello. He may or may not be involved in criminal activity but just wanna be down. Tyneka may attend homestead, Harvard, Spelman or a pre-Joe Clark Eastside High. She is a beautiful sister but she has low self-esteem and will have sex with a brother because he said he loved her. Generation X needs a prophetic word of healing will speak to their inmost areas of hurt, harm & danger. The true test of a intellectual or spiritual idiom must be its ability to change the quality of life for everyday people so that they may be able to engage in higher levels of human life. Therefore any real discussion about urban life, popular culture, race, class, and gender begins with this presupposition. It is with all of the aforementioned considerations that *Generation X Without Malcolm: Insights on African-American Urban Youth* is penned.

I will begin this presentation by examining briefly the world historical ambiance that laid the philosophical and structural foundation of postmodern America under the guise of European Patriarchal Capitalism. European Patriarchal Capitalism is both a Eurocentric ideological paradigm and international mode of production that structures personal and social relations. It is a principality of social inequality, which has at its core three invidious feature: classism, sexism, and racism- nodes along a continuum of ways in which people characteristically organized inequality; how people regard and implement different power, privilege, and prestige.

This point is crucial because a real critique of Generation X, urban life, and popular culture must understand the articulated values that shape personal and social relations. Secondly, I will look at how African people responded to the imposed culture which used religion as defense for dehumanization. Then the construction of the modern generation of African-Americans will be overviewed. By modern generation I mean, the African-Americans who came of age in the height of technological and ideological modernity in the 1960s. Hence, the themes politics of the mind, role of the church, leadership & youth, integration, community denigration, music, movies and media are delved in the context of the modernity.

Subsequently, Generation X, those who came to age during rise of post-industrial America and postmodernism (1964-1984), will exhumed with greater detail. I will provide insights on identity crisis, funeral theology, questionable leadership, urbanization, and the role of popular culture vis-a-vis African-American urban youth. (I use the word youth not only to identify teenagers in Generation X. 'Youth' bespeaks the adolescent social consciousness of the entire group, which was stunted by nihilism and transgenerational torch dropping.) Next, the four most popular ideological responses to the current crisis in African-American life- Afrocentricity, the Nation of Islam, Prosperity Theology and Hip-Hop Culture- are highlighted. The popular counter-hegemonic features of African-American cultural criticizism have a dialectical relationship with the larger numbers of African-Americans than other ideologies that are often isolated into intellectual spaces, which the masses do not have access.

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Tyrone and Tyneka, who are labyrinth collage of urban youth that I have encountered over the past seven years, will serve as the clients in the anthropological analogy. Their experiences and responses to those experiences will serve as the backdrop to formulating personal and social programs to meet their needs. Throughout this intellectual quilt is woven an auto-ethnographic tread of real and relevant writing. My organic socio-cultural matriculation serves as an emic insight to the social inequality and spiritual deprivation characterizing much of Black life and the world.

Finally, the forward thrust of this work is not a conclusion or a proximate solution to insoluble problems. It is an open letter to wounded healers -an introduction to a new era of faith, hope and love. It is the call for a new generation of freedom strugglers, who are considered nameless yet do not seek name recognition but are peculiar because of their agape'. The general themes in this lecture fit into one of three categories- reality, theory, or praxis. Hopelessness is the reality. Faith is the theory. Love is the praxis.